



## ACORNS BEHAVIOUR POLICY

### Introduction

We aim for every member of the school community to feel valued, respected and safe and for all individuals to be treated fairly regardless of who they are. We want our children to progress in their learning and achieve academically but we also want our children to be well rounded. So, we wish our children to also grow:

- Socially
- Emotionally
- Spiritually
- Morally

We are aiming to educate children on how to behave in school but also in the wider society; we want our children to know what is acceptable behaviour and for them to put their knowledge into practice and behave accordingly.

### Vision, Values and Aims

At Acorns there is a family environment with high expectations of behaviour within a framework of our school values (Appendix 1). A shared and understood code of conduct (Appendix 2) ensures a consistent message of respect and self-control for adults and children. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with adults, help children to behave well.

Acorns is a place where play and personal development take place in a climate of trust and confidence. Children feel secure. They are encouraged to talk and are listened to. All members of our school community have a responsibility to act as role models of acceptable behaviour.

### Growth Mindset

With Growth Mindset being the cornerstone of our learning ethos, our school community will be fully aware that success, however defined, is achieved through hard work, perseverance and focused practice based on seeking and responding to feedback. Acorns pupils and staff learn to be resilient, welcome challenge and understand that failure is a necessary part of the journey to success. We believe that there are no upper limits to what our students can achieve if they have the right attitude to learning and display the behaviours necessary for success. Our behaviour policy outlines what those behaviours are and encourages these through clear expectations, rewards and sanctions. We also believe that like all things, behaviour and conduct can be developed and improved.

### What is good behaviour?

At Acorns we have high expectations of good behaviour. Good behaviour has many different descriptions but listed below are some indications what good behaviour may look like in school.

- Prepared to embrace challenge - pushing themselves beyond their comfort zone
- Inspired by the success of others rather than threatened by it
- Responsive to all useful feedback (positive or negative) rather than limited or

- discouraged by it
- Believers in the power of 'yet'
  - Behave towards each other and all members of the community with good manners, courtesy and consideration
  - Are proactively choosing to" and 'making', a positive contribution to the school community
  - Are compassionate to others
  - Show respect and display honesty

### **What are benefits of good behaviour?**

#### **Children**

- Learn what good behaviour means
- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence
- Social acceptance

#### **Staff**

- Meet the needs of all pupils
- Make positive contacts with all parents
- Develop personally and professionally

#### **Parents**

- Feel confident that their children are growing socially, emotionally and morally.
- Know that their children will receive support when they need it.
- Feel welcome in school to discuss their children's' progress in a positive atmosphere
- Acknowledge and support the school's 'Code of Conduct'

### **How do children know what good behaviour is?**

Children are made aware of school rules and responsibilities in class work and during whole school assemblies. From an early age pupils are taught about responsibilities, values and attitudes alongside knowledge and skills. The children and the staff have discussed what they understand by good behaviour and agreed on a '**Code of Conduct**' which aims to guide the whole school community. Our aim is to follow all aspects of this code within Acorns which, if followed, it will create an atmosphere in which our stated aims would be achievable and our school will be a happy and successful one.

### **Celebrating Success**

At Acorns we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the club.

## **Verbal praise**

To be used to encourage all children when positive behaviour is demonstrated. To be used specifically and clearly, directed towards identifying the qualities displayed within the framework of Growth Mindset (see guidance Appendix 3) and our school values.

## **Dojo Points**

- Positive points are awarded for actions linked to the school values and aims of Growth Mindset. Negative points are given for actions that go against our school values (see Appendix 4).

## **Certificates**

Certificates which relate to the school values can be issued by staff as a way of celebrating positive behaviour.

## **Strategies, Sanctions and Consequences**

Although Acorns aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the club and others down through their unacceptable or inappropriate behaviour.

When behaviour does not meet expectations appropriate sanctions should be applied. These are clearly understood by children and adults and are consistently applied, with due regard to the age of the child. They are progressive and are relative to the frequency or severity of the inappropriate behaviour:

- **Verbal Warning**

If a child misbehaves in Acorns, the adults will give a verbal warning, with an explanation of why the behaviour does not match the school values and expectations. This is done in a calm manner. Shouting by adults is not accepted unless there is an immediate threat of danger or harm to a child that can be prevented.

- **Negative Dojo Points**

If the behaviour persists after another verbal warning the child will be given negative Dojo points.

- **Additional Support**

Where concerns persist, or on advice of the SENCO and other professionals, an Individual Behaviour Plan (IBP) may be used to help manage pupils with behavioural problems. A multi-agency assessment can be put into place at this stage if deemed appropriate.

## **Restorative Justice**

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. This process will be used by play workers when asking children to reflect upon their behaviour.

- What happened?
- Why did it happen?
- What part of the code of conduct did you forget?
- What will you do in future to stop this happening?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them. Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate, and how it might have affected others in the school.

## **Exclusion**

Exclusion will always be seen as a last resort at Acorns and will usually follow a lengthy period of work with the child and parents. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of Acorn's Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as removal of privileges are considered inappropriate.

A decision to exclude a pupil permanently will be taken only:

- a) In response to serious breaches of the Behaviour Policy; and

b) If allowing the pupil to remain in Acorns would seriously harm the welfare of the pupil or others in the club

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole club community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or one-off offence.

### **The Use of Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by the DfE found through this link:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of Acorns staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own

Force will never be used as a punishment.

## **Allegations Against Staff and Other Adults Within School**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. The Governors of Brookdale Primary School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

Acorns staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, Acorns uses the school procedure for dealing with allegations of abuse against members of staff and volunteers. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School reference can also be made to the school's Whistleblowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children.

### **Action in the Event of a Malicious Allegation**

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997. 16 The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

### **Screening, Searching and Confiscation**

The law enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The club can search for any item providing the child gives consent.

The club has the power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and

Confiscation – The club can seize any prohibited item found or any item which is considered detrimental or harmful to school discipline. Weapons, controlled drugs and extreme or child pornography will be handed into the police.

We take our guidance from the government document found through this link:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## **Legal**

In their document ‘Ensuring Good Behaviour in Schools“, the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a behaviour policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

The Governing Body is responsible for setting general principles that inform the behaviour policy. Head teachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

The behaviour policy must include measures to prevent all forms of bullying among pupils. This Policy should be read in conjunction with the following school policies and procedures:

- Special Educational Needs Policy
- Health and Safety Policy
- Admissions Arrangements

- Complaints Procedure
- Single Equality Scheme
- Child Protection Policy
- E-safety
- Positive Handling Support and Intervention Policy
- Whistle Blowing Policy
- Educational Visits Policy



## Appendix 1



### **Brookdale Primary School**

#### **School Vision Statement**

Inspiring, engaging and nurturing our children to achieve and flourish as citizens of today and the future.

#### **School Mission Statement- Motto**

**Together we Believe, Progress, Succeed**

#### **Our Core School Values**

Respect, determination, teamwork, friendship, responsibility and compassion.

#### **School Aims**

We are committed to providing an environment where children feel safe, happy and secure.

We plan and deliver an exciting, engaging curriculum that enables every child's needs to be met so that they can progress in their learning.

We provide learning opportunities that foster an enquiring mind, with the ability to question, evaluate and learn from mistakes.

We develop awareness of moral, social and religious views of both self and others.

We encourage health conscious and environmentally aware individuals.

We report on the progress of every child highlighting ways for them to improve and build foundations for them to be successful adults.

We are committed to working in partnership with parents, governors and other professionals to deliver the agreed aims of the school.

# Our Code of Conduct

## Parents

- Will make sure that your child comes into school on time, well dressed & fed after a good night's sleep.
- Will **not** take their children on holidays during term time.
- Will be good role models to their children and support their children's learning in and out of school.
- Will work with and support the school, respecting its policies and the staff. Aggression towards any member of staff will not be tolerated.

## Teachers / Staff

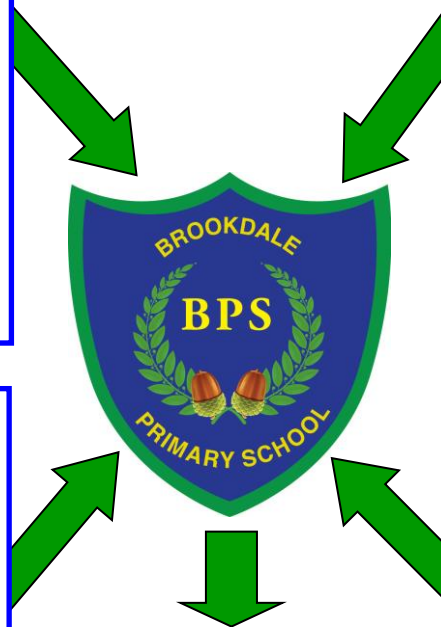
- Teachers will plan and deliver an exciting, engaging curriculum that enables every child's needs to be met so that they can progress in their learning.
- Will respect children and their families, working with them in a professional manner whilst maintaining good relationships to ensure children's success.
- Will be committed to all children and the school community, ensuring they are loved and are safe.
- Will report on the progress of every child highlighting ways for them to improve and build foundations for them to be successful adults.

## Children

- Will make sure you come into school every school day on time and are eager to learn.
- Will show respect, be honest, and be polite and friendly to everyone; including visitors and local residents.
- Will follow the school rules and accept the consequences of their actions.
- Will believe in yourself and have an '**I can do**' approach to all aspects of school life.
- Will wear the school uniform with pride and act in a way that promotes the school when wearing it.

## Governors

- Will work alongside the school community to create and review policies and procedures to effectively run the school and improve it so that every child receives the best education and is given every opportunity to succeed.
- Will endorse our positive ethos. Make sure that the sense of fun, love, safety and success for every child is ever present within the school.
- Will actively engage in school life.
- Will move to act and adapt in the changing world of education so that Brookdale is well placed and represented in the future.



This code will help our children to...

**BELIEVE**  
**PROGRESS**  
**SUCCEED**











Appendix 3



Appendix 4







**Class Dojo Points System**

Positive Needs work

|   |   |   |   |
|---|---|---|---|
|  1<br>Belief   |  1<br>Compassion |  1<br>Determination  |  1<br>Friendship |
|  1<br>Progress |  1<br>Respect    |  1<br>Responsibility |  1<br>Success    |
|  1<br>Teamwork | <br>Add skill    |   |   |

Positive Dojo Points

Positive Needs work

|   |   |   |   |
|---|---|---|---|
|  -1<br>Disrespectful |  -1<br>Giving Up |  -1<br>Uncompassionate |  -1<br>Uncooperative |
|  -1<br>Unfriendly    | <br>Add skill    |   |   |

Negative Dojo Points