

Acomb First School

[Headteacher Mrs. Angela Speed](#)



Behaviour Principles and Policy

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This policy complies with Section 89 of the Education and Inspections Act 2006.

Behaviour Principles and Positive Behaviour Management Policy

At Acomb First School we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Behaviour Principles

At Acomb First School we expect that both children and adults behave in a socially acceptable way. The following set of behaviour principles guide our positive behaviour policy.

We believe that we succeed in promoting positive behaviour by:

- Treating everyone with respect
- Speaking politely to people in and outside school
- Listen to others when being spoken to
- Show tolerance at all times
- Ensure everyone feels safe, secure and happy – this can be demonstrated in our words and actions
- Following our agreed rules for positive behaviour
- Never tolerating bullying of any kind
- Having clear sanctions in place when these principles are not adhered to which support all individuals to understand what “Acomb Expects”
- Being consistent in our expectations and approaches

Aims of this policy

At Acomb, we aim to:

- Create a calm atmosphere where learning can take place
- Create an environment of respect
- Teach children to care for their environment
- Teach children to develop self-discipline, being responsible for his/her actions.
- Build positive and open home/school partnership working supportively with parents ensuring a consistent approach to positive behaviour management.

- We acknowledge considerate behaviour such as kindness and a willingness to share

Positive class rules written by the children are displayed in every class to make all the children aware of what this desired behaviour should be

Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. We aim to give all children at Acomb a sense of belonging in our school so they feel valued and welcome. This makes children want to play a positive role within their school community.

This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise good behaviour and achievements. We support all children in developing good self-esteem, confidence and feelings of competence. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways: verbal praise, stickers, certificates, prize mascots, star of the week, celebration assembly and headteacher certificates including the Gold star of the week which is recorded in a book of Stars. The children chosen will have their names added to the Amazing Acomb Acorns oak tree display in the school hall.

Each class has an age appropriate reward and incentive scheme.

- The reception class have a VIP each day and a child is chosen to take Custard Bear home each week,
- Key stage 1 have a star of the day awards.
- Key stage 2 have a passport scheme.

Sanctions

Inappropriate behaviour will simply not be tolerated. It is important that the children understand this. Usually, the children at Acomb will respond well to praise and nurturing. However, if this is proving ineffective, staff may need to use sanctions – consistently. Accepting consequences for unacceptable behaviour is an important responsibility. Children must know and accept sanctions for breaking rules. 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 will endeavour to find out why the child is behaving this way and treat the situation accordingly. Group sanctions should be avoided as this breeds resentment. There should be a clear distinction between minor and major incidents. It should always be the behaviour rather than the person that is sanctioned.

Sanctions for unacceptable behaviour are divided into 5 levels as appropriate response to behaviours. See appendix

1. Low level off task
2. Less serious
- 3 More serious
- 4 Very serious
5. Extremely serious

All classes will have log sheets where incidents will be recorded and dated. It will also be used to log areas of concern e.g. changing patterns. The HT keeps a central log.

How do we tackle inappropriate behaviour and what is in place to deter it?

Desired behaviour and consequence of non-compliance to this is made clear from the start. We use positive strategies for handling inconsiderate behaviour by helping the child find solutions in ways appropriate to the child's age and stage of development.

Strategies may include:

- Counselling - a teacher or LSA will give their time and offer support to young people involved in bullying or inappropriate behaviour. Both "bullies", victims and parents can benefit from this process.
- Mediation - two parties to a relationship problem agree that a third person, who may be either an adult or another young person, helps to negotiate a solution.
- Peer counselling – children talk to each other about their concerns or issues. This happens during circle time or in specially engineered situations.
- The 'no blame' approach – the children are made aware of a child's distress and are asked to suggest solutions. This approach is particularly useful in dealing with group bullying and name-calling, when it may be difficult to use more traditional remedies. .
- Reporting systems – behaviour report forms are kept in the staff for use by LSA staff and read by teachers and Headteacher as appropriate.
 - Staff in school log all incidents of inappropriate behaviour in order to spot and action any patterns of behaviour
- Action/Support Plans can be put in place to address specific situations. They should be drawn up by staff in consultation with parents. A major aspect of this plan would be to hold regular meetings with parents to ensure communication between all parties is clear and transparent.

- Quiet areas are available for children if they are unhappy – staff will let them stay in school during playtimes (supervised) if they are unhappy. However, this must be viewed as a short-term measure; if the child constantly does not want to go out, this must be addressed.
- Personalised behaviour targets (Pupil Profile) are devised to support a child to combat inappropriate behaviour. Consultation with our SENCO and discussions with parents must form part of this.
- Circle Time the children can openly discuss good things that have happened and anything they would like to groan about!
- Worry box – in school hall, they can write a message for their teacher or another adult in the school. This will support the children who find it easier to write concerns down rather than talking face to face. The messages, once received, must be acted upon at the next possible time.
 - Acomb Sandwich Start with something positive (what you do well), then move onto the behaviour which needs to improve or an issue that needs to be resolved (the filling) and end with a positive again.
- Social Stories are used to support a child or a small group of children who need to think about strategies to help them cope in various social situations (e.g. anger management). The discussion that follows up both is crucial in dealing with inappropriate responses and in equipping the children with positive strategies
 - Cool off corner in playground that can be used by child to manage own behaviour or by an adult to manage a child's behaviour.

Children may need some extra intervention or support at one time or another, for whatever reason. Our SENDco in school (Mrs Manning) and/or Mrs Speed will, as appropriate, work with staff to identify any vulnerable children and carry out observations, have discussions with staff and parents, carry out group or 1:1 sessions, create a programme of support (if necessary), give pastoral support, signpost to external agencies; ultimately to help all Acomb children access all opportunities school has to offer.

Behaviour before and after school

The children are the responsibility of their parents, breakfast club or after school club before 8.55am and after 3.15pm. All children are expected to follow school behaviour expectations at all times whilst on site or representing the school.

Dealing with malicious allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the head teacher and chair of governors may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Head teacher will decide upon the sanction for the pupil who made the false allegation. The Head teacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

Use of Restraint

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006.

Teachers can use 'reasonable force' to:

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

It is advisable for a teacher/teaching assistant to summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several forms.

It might involve:

- Physical interposing between pupils

- Blocking a pupil's path

- Leading a pupil by the hand or arm

- Shepherding a pupil away by placing a hand in the centre of the back

Any other forms of restraint are not acceptable, particularly if they may cause injury to the child.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

In the event of a serious incident the teacher/teaching assistant must provide a written record for the Headteacher.

Exclusions

It is the policy of Acomb First School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion.

In the event of serious misbehaviour the headteacher can exclude a child if they misbehave in or outside school. The school will inform a parent about exclusion as soon as possible and follow up with a letter stating how long a child is excluded for and why. Exclusions can start on the same day

This section of the policy is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in

Exclusion from maintained schools, Academies and pupil referral units in England 2015 It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

Principles

1) Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

2) A Fixed Term Exclusion from the school can only be authorised by the Headteacher. If the headteacher is not available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

3) In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

4) The school would seek to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

5) The school will regularly monitor the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

- 1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
- 3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA attendance Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Exclusion

- 1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the governors' Strategic Policy and Direction Committee
- 2) The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

Other policies which complement our approach to positive behaviour:

- Safeguarding and Child Protection Policy and all associated policies
- Anti-Bullying Policy
- Exclusion Policy
- SEND
- Equal Opportunities Policy
- Complaints Procedure

April 2017 (revised June 2017)

