

Behaviour Policy



Behaviour Policy

STATEMENT OF INTENT

Acorns Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is 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 bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Aims of behaviour management at Acorns Primary School

- To ensure the safety of pupils and staff.
- To protect the pupil's entitlement to dignity and self-respect.
- To protect staff members entitlement to dignity and self-respect.
- To assist pupils in developing and demonstrating appropriate and relevant social skills.
- To support parents in developing a consistent approach to coping with their child's behavioural difficulties.
- To ensure the safety and well-being of individual pupils exhibiting challenging behaviour, their peers, members of staff and the general public by physically intervening and managing negative behaviours.
- To protect pupils from self-inflicted abuse or injury and abuse of the environment.
- To create a learning environment which enables pupils to make choices and to learn from the consequences.

Philosophy

At Acorns Primary School, we believe that all children thrive in a positive learning environment. To create and develop this, pupils and staff have to adhere to the school rules, ensuring that:

- All pupils have the opportunity to learn
- Pupils and staff care for and respect one another

Encouraging good behaviour

At Acorns Primary School, all staff are committed to developing a productive learning environment, where appropriate and good behaviour is paramount. As a staff team, we ensure that all the children feel included, liked and welcomed. This provides a warm and stimulating atmosphere, which guarantees that all children feel valued and supports their mental health and wellbeing. Research shows that a child is less likely to misbehave if their self-esteem is high. Good behaviour is modelled throughout school and is verbally encouraged to ensure standards remain high. We have very high expectations for all the pupils.

The focus is always on the rewarding of positive behaviours both individually and collectively and to this end the School has a number of reward systems:

- Star of the Week presented in the weekly assemblies
- End of term trophies
- Classroom based charts with appropriate awards
- Smiley face charts
- Home / school agreements
- Headteacher awards
- Verbal praise
- Stickers
- Special mentions
- End of term team treat for the house team winners
- Wow moments

Unacceptable behaviours – responding to problems

Teachers are able to discipline pupils whose behaviour falls below the established Code of Conduct at the school. (See appendix A).

The school will ensure that all punishments are reasonable in all circumstances, taking into account the pupil's age, religious requirements and cognitive abilities.

Challenging behaviour and School support systems

Working alongside pupils exhibiting difficult and challenging behaviour necessitates a skilled approach from experienced and committed school staff. Challenging or aggressive behaviour may constitute a threat of injury or damage to the pupil; to peers; to the member of staff or to property. The situation may arise whereby a degree of physical intervention may become necessary to prevent injury or damage.

Behaviour Management strategies

Where a child demonstrates a range of reoccurring challenging behaviours, a behaviour management programme (BMP) will be drawn up by the class teacher concerned and the strategies to be used will be agreed with parents. This further strengthens the links between home and school to ensure a consistent positive approach. The plan contains a brief description of the child's behaviour; a summary risk assessment; the positive/physical interventions and the agreed physical control techniques to be used, if required.

Only trained and authorised staff are permitted to use methods of physical intervention. Acorns Primary School and Lancashire LA approved methods of

physical intervention involve the use of Team Teach techniques only. Acorns school staff are fully trained in Team Teach and complete regular refreshers to update their knowledge, skills and ability.

The Team Teach approach advocates employing 'diffusion' techniques to divert attention away from any further escalation. The techniques used include using a calm voice, non-threatening words and body language, humour, changing activity and ignoring unwanted behaviour and recognising appropriate behaviour. Confrontational behaviour on the part of staff members is avoided at all times. Staff are trained to seek help and the support of other trained members of staff to manage physical or verbal outbursts from pupils. Team Teach techniques advocate a much greater non-physical route to positive intervention. The positive handling techniques are designed to keep a pupil safe and to prevent them from causing harm to themselves; other pupils and staff. These techniques are only employed if a child has gone into crisis.

Recording Incidents

Where physical intervention (Team Teach techniques) have been used to manage a pupil, in line with the Behaviour Management Policy, a record of the incident(s) are kept. This record supports the monitoring / management of the child's Behaviour Management programme.

If the behaviour escalates and additional physical intervention techniques, outside a pupils agreed BMP, are used, (i.e. Team Teach techniques), a record of the incident must be kept. This record should be made in the 'School Incident Book', and recorded on toot toot, the schools current electronic incident and safeguarding recording system and an RF 1 Form will be completed.

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. All types of bullying in all forms will be taken very seriously at Acorns Primary School.

Bullying prevention at Acorns Primary School is incorporated in our school ethos which prioritises inclusion and helping each other. Our pupils are educated at their level on a regular basis through discrete PSED/PSHE lessons on friendships and relationships. In addition there are whole school assemblies where friendship and kindness is a reoccurring theme. The school has adopted a buddy system at playtimes, to promote and encourage positive relationships that highlight good and appropriate behaviour.

To prevent and tackle bullying the school community works together to promote a caring environment that is built upon an ethos of good behaviour. The pupils and staff treat each other with respect, because this is the right way to behave. Challenging or negative behaviour is dealt with in accordance with the school anti-bullying policy.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'. Where this is the case staff should follow the child protection and safeguarding procedures.

It is important to recognise that some types of harassment are a criminal offence. Under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986 it is an offence for a person to send electronic communication to another person with the intention to cause distress or anxiety, or to send a message which is offensive, threatening or false. In instances where staff feel the law may have been broken, they should report to the Headteacher (DSL lead) and seek assistance from the Police.

Conduct outside school

Teachers are able to punish pupils for misbehaviour outside of the school premises.

Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:

- Wearing school uniform
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Confiscation of inappropriate items

Staff are allowed to confiscate property such as mobile phones, games consoles and other items not listed in school equipment. The items confiscated will be kept safe by the teacher who has confiscated them and should be returned to the pupil at the end of the day. If 'prohibited items' are brought into school the Headteacher or designated person in charge should be informed immediately. The designated person in charge should report to police where necessary.

Staff have a power to search without consent for 'prohibited items' including:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Exclusion from School

Exclusion from school is extremely rare at Acorns. Exclusion for an individual child would only occur if allowing the child to remain in school would seriously harm the education and welfare of another child or children or the child themselves. The decision to exclude a pupil would be taken by the Headteacher, who would review each case individually. Any pupil who is above or below compulsory school age can be excluded from school permanently or for a fixed period of days. The process of exclusion is based on the legal framework, produced by the Local Education Authority

APPENDIX A

FOR THE PURPOSE OF THIS POLICY, THE SCHOOL DEFINES "SERIOUS UNACCEPTABLE BEHAVIOUR" AS ANY BEHAVIOUR WHICH MAY CAUSE HARM TO ONESELF OR OTHERS, DAMAGE THE REPUTATION OF THE SCHOOL WITHIN THE WIDER COMMUNITY, AND/OR ANY ILLEGAL BEHAVIOUR, INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:

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

Online bullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Sexting - the process of sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones, but may also include a computer or any other electrical device.

Hazing - Hazing is any action or situation, with or without the consent of the participants, which recklessly, intentionally, or unintentionally endangers the mental, physical, or academic health or safety of a student. This includes, but is not limited to any situation which: Creates a risk of injury to any individual or group.

Coercion or encouraging 'extreme beliefs', which would cause negative impact on an individual or group of individuals

Possession of legal or illegal drugs, alcohol or tobacco

Possession of banned or prohibited items

Truancy from school

Refusing to comply with disciplinary sanctions

Theft of any property of the school; an individual or from a retail provider

Swearing, racist remarks or threatening language

Fighting or aggression aimed at individuals or a group of individuals