



Acre Hall Behaviour and Relationships Policy

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Chair of Governing Body	David Vanstone
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Aims

- Provide consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Mission Statement and Values

Bright Futures Educational Trust is committed to providing the best possible opportunities for the children, young people, families and communities that we serve. Our schools work collaboratively across the Trust and with other partner schools and agencies to get the best for everyone.

At Acre Hall our mission statement is 'Learning for Life'. Our behaviour curriculum aims to provide quality experiences in all aspects of school life so enabling the children to be happy, successful, secure and keen to learn, thus helping them to grow into people who are fulfilled and able to make a positive contribution to society. Misbehaviour will always be addressed, we are a caring community, whose values are built on mutual respect for all. We attend annual training on behaviour and relationships to make sure that our behaviour policy is designed to support the way in which all members of the school can work together in a supportive way.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so we can work together with the common purpose of helping everyone in school learn to the best of their ability. At Acre Hall we promote good behaviour, as we believe that this will develop an ethos of respect towards others and for ourselves and the environment.

Role of the Head of School

The Head of School is responsible for reviewing and approving this behaviour policy. The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Role of Pupil

It is the responsibility of pupils to make good choices at all times. This will lead to pupils behaving well, as well as building up and maintaining good relationships. Pupils should follow Acre Hall's expected 'Respect' rules to avoid making 'poor' choices which could have a negative impact on their learning and the learning of others. Through 'pupil voice' pupils will be given opportunities to share their thoughts about the behaviour policy and take part in surveys so they can see that their opinions matter.



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Role of the Class Teacher:

- implement the behaviour policy consistently;
- encourage and model good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- record behaviour incidents;
- make parents aware of repeated low level, negative behaviour, such as persistent disruption to the class.
- make lessons interesting, enjoyable and accessible to all;
- identify underlying causes of negative behaviour;
- attend any periodic training on behaviour management which has been organised by the Head of School e.g. de-escalation training
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Support Staff:

- provide positive role model of behaviour to ensure high expectations;
- address any inappropriate behaviour using reward/sanctions chart;
- inform class teacher of any inappropriate behaviour so this can be recorded

Role of Parents and Carers:

The school strives to work collaboratively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school building positive relationships between home and school. Our staff including our well-being and pastoral support mentor can provide support and guidance to parents and carers if they have concerns regarding their child.

When supporting school we expect parents to:

- be aware of school rules and support us with these
- support the school's decision when applying consequences to deal with a specific issue/incident
- discuss concerns with the class teacher in the first instance

Organisation

Through consultation with staff and pupils one behaviour rule was identified. RESPECT. Children and staff felt this encompassed what we wanted to achieve from children and adults. The three areas of focus are 'Respect for self, others and environment'. The 'respect' rules are for everyone in school. They are referred to in all aspects of school life and rewards and sanctions are based around this concept. Staff are constantly looking to reward positive behaviour through 'Class Dojo's' and 'House Points' celebrating the success of pupils in and outside of school and through our celebration assemblies each Friday.



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Sanctions are age appropriate and adapted to suit the needs of the pupils in our Small Specialist Classes and those in mainstream who may need a tailored behavioural support system.

Playtime and Lunchtime

The behaviour chart and Acre Hall Values also apply for playtimes and lunchtimes. Children are encouraged to use good table manners and can be given stickers or dojos to reward good behaviour. Lunchtime and playtime is staggered to avoid all pupils being on the playground at any one time. In KS2 the playground has areas where pupils can participate in different activities such as football, basketball, netball, climbing on the trim trail and free play. A sports coach is employed to provide structured play for those pupils who may require it. In KS1 and EYFS, pupil prefects from Year 6 support younger pupils in play.

For any minor incidents, the adults on duty will initially deal with this. Should an incident be deemed more serious, a Class Teacher or member of SLT will be informed to support mid-day staff. Midday Supervisors will be informed of any pupils who have Individual Education Plans (IEP's) to manage their behaviour. Serious misdemeanours, must be recorded and dealt with by a member of SLT.

Behaviour and SEND

Children who have different or additional needs may have a special programme developed in consultation with the Headteacher, SENCO (Special Educational Needs Coordinator), class teacher and parents. Identification will be based upon the school's 'School Action and School Action Plus' triggers. Individual plans which can be differentiated for individual pupils, will help them overcome their barriers to learning and will support pupils in trying to ensure that they have access to a full curriculum. The HoF/ SENCO will liaise with the well-being/pastoral mentor, Child and Adolescent Mental Health Service (CAMHS) and other appropriate agencies in developing further specific behaviour strategies.

Supply Teachers

Supply teachers will receive guidance about the school's Behaviour Policy when they arrive at the school. Information will be shared about those who may require individualised support to maintain the high standards and expectations of the school.

School visits

Teachers who take groups of children on visits are responsible for the behaviour of the children on the visits. Risk assessments will be carried out before any visits take place. Staff will identify pupils who are at risk and will discuss with the Educational Visits Coordinator measures that can be put in place to ensure that where possible all pupils can take part in the visit. Staff leading visits will ensure that all adults on a trip are clear about their responsibilities.

Monitoring and evaluating school behaviour

In order to establish any patterns to behaviour or provide evidence for an Individual Behaviour Plan, it is necessary to keep brief details of any behaviours warranting sanctions. These could be low level persistent disruptive behaviour to more serious incidents. Members of the Senior Leadership Team will check our monitoring system (CPOMs) weekly. There may be times when a child may receive an internal or external exclusion as a consequence of their behaviour. Any such instances will be logged and parents informed.



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The use of reasonable force

There may be rare circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Key members of staff are specifically trained to use appropriate techniques to support those who may need physical intervention.

Child-on-child Abuse: sexual violence and sexual harassment between children

Children can abuse other children. We take a collective view that it could happen here, no matter how vigilant we believe we are. There are many different forms child-on-child abuse can take. It can happen in school, out of school and in the digital worlds that young people increasingly occupy. Technology is a significant component in many safeguarding and wellbeing issues. Children can be at risk of harm from online abuse as well as face to face. Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping children safe in education (KCSIE).

Behaviour incidents online

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Sanctions may be applied to pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions.

Online abuse may include:

- Abusive, harassing and misogynistic messages: 'physical abuse' includes an online element that facilitates, threatens and/or encourages physical abuse
- Non-consensual and consensual sharing of indecent nude and semi-nude images and/or videos especially around chat groups (previously referred to as 'sexting')
- Sharing of abusive images and pornography to those who have no wish to receive such content.

Suspension and Permanent Exclusion

In our school it is rare that school support will not have a positive impact upon pupil behaviour, development and regulation. However, the school does and will suspend or exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term suspensions or permanent exclusion may be applied.

The Suspension and Permanent Exclusion policy should be read for further information on the handling of suspensions and exclusions.



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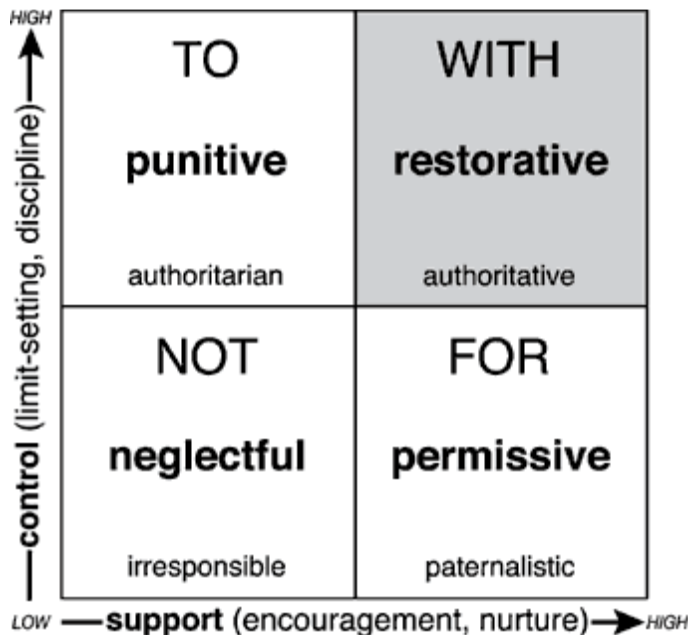
Restorative Practice

In some circumstances the RP process and repairing the harm may be a satisfactory outcome and no sanction may be necessary. Additionally, following a discussion, boundaries and expectations of behaviour may be established with associated consequences for non-compliance.

There are four key elements to Restorative Practice (RP).

The Social Discipline Window

RP is about working with the children rather than doing thing 'to' or 'for'. RP offers high levels of support whilst challenging inappropriate behaviour.



A Fair Process

Children are involved by discussing the situation. Final decisions are made and rules are clearly stated so everyone understands the boundaries and consequences. We may not like the outcome but the process has been fair.

Restorative Questions

These are asked to sets of children, the wrong doer and the harmed.

Discussions should always focus on the act not the actor, the deed not the doer.

Questions for wrong doer

What happened?

What were you thinking at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think you need to do to make things right?

Questions for injured party

What did you think when you realised what had happened?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?



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Rewards

Children can earn individual points, working towards badges as well as points for their house.

1 Dojo/house point for showing respect

Individual Rewards:

Bronze Badge – 100 dojos

Silver Badge – 200 dojos

Gold Badge – 300 dojos

Each time a child earns a new badge, old ones are to be returned. These will be celebrated in assembly.

House Points:

Each time a respect point is awarded, the child also wins 1 point for their house. This is collected by teachers in their classrooms.

Points are to be collected weekly by house captains and winners will be announced in assembly. This will be displayed in school.

Star of the Week:

Sticker and certificates presented in Friday celebration assembly.

Pictures to be displayed on the boards in the corridors and posted to seesaw.

Respect Reward:

Consistently displaying respectful behaviour will allow children to take part in enrichment activities at the end of each half term. A choice of skill based activities will be available to sign up for on the final Friday afternoon.

Wall of Fame:

The Wall of Fame is a display of house points and children who have reached their gold award.


Class Based Rewards:

These are individual class rewards given at each teacher's discretion. Eg. Extra break, stickers, marble jars etc.



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KS2 School Day Procedures





Star  Role modelling Respect for Learning	Expected – GREEN Respecting your own learning Respecting others learning	Lost learning - AMBER Disrespecting your own learning Disrespecting others learning	Unacceptable - RED Persistently disrespecting your own learning Persistently disrespecting others learning
Helping others in their learning Always organised in learning Ready to learn without prompts Enthusiastic engagement in lessons Independent in their learning Actively seeks challenge	Listening and following instructions Put in 100% effort into your learning Presenting work to best of ability Asking for help when necessary Responding to challenge Answering questions in class Respecting other children's learning Consistent use of manners	Persistent unwanted chatting Stopping others learning Lack of effort in learning Wandering around the classroom unnecessarily Inappropriate verbal responses Disrespecting equipment Being unkind to others	Continuing to display amber behaviours Refusal to work or follow instructions Aggressive verbal/physical incident

- Chart displayed in each class alongside a version with the corresponding colours.
- Display photographs or names of the pupils in the class on the chart.
- Everyone starts each lesson on the green section of the chart.
- Within the lesson, pupils can move along the chart depending on their levels of respect.
- If they are moved to yellow, and not returned to green by the end of the lesson, they will miss 5 minutes of break.
- If they are moved to red, and behaviour continues, they will be sent to their 'buddy' class for reflection time and it will be logged by the class teacher on CPOMS.
- There is always the opportunity to change behaviours. If a child does not change their behaviours and needs to visit their partner class, they will lose 10 minutes of playtime.
- While at the partner class, a reflective slip is to be filled out and given to their class teacher upon return to their class.
- If a child has reached the red level of the chart 3x in one week, they will visit the senior leader at a convenient time and the class teacher will make a phone call home.
- If a child returns from the partner class and behaviours have not changed, a senior leader should be called.
- If a child is on red due to a verbal/aggressive incident that has stopped the learning or needs to be dealt with immediately, a senior leader should be called.
- For those pupils with SEMH targets on their IEP, adjustments may be needed to support pupils with their behaviour goals.



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KS1, Foundation Stage and Small Classes School Day Procedures

			
<p>Helping others in their learning</p> <p>Always ready to learn without prompts</p> <p>Taking an active part in lessons</p> <p>Independent learning</p> <p>Taking on challenges</p>	<p>Listening and following instructions</p> <p>Always trying my best</p> <p>Asking for help when necessary</p> <p>Answering questions in class</p> <p>Respecting other children's learning</p> <p>Using my manners</p>	<p>Persistent unwanted chatting</p> <p>Stopping others learning</p> <p>Not trying my best</p> <p>Wandering around the classroom during carpet time</p> <p>Inappropriate verbal responses</p> <p>Being unkind to others</p>	<p>Continuing to display amber behaviours.</p> <p>Refusal to work or follow instructions</p>

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- Within the lesson, pupils can move along the chart depending on their levels of respect.
- If they are moved to yellow and have not returned to green by the end of the lesson, they will lose 5 minutes of playtime.
- If they are moved to red, they will lose 10 minutes of playtime and it will be logged by the class teacher on CPOMS.
- There is always the opportunity to change behaviours. If a child does not change their behaviours they will visit their buddy class for a 'time out' period.
- While at the partner class, a reflective slip, appropriate to age, is to be filled out and given to their class teacher upon return to their class.
- If a child has reached the red level of the chart 3x in one week, they will visit the senior leader at a convenient time and the class teacher will make a phone call home.
- If a child returns from the partner class and behaviours have not changed, a senior leader should be called.
- If a child is on red due to a verbal/aggressive incident that has stopped the learning or needs to be dealt with immediately, a senior leader should be called.
- For those pupils with SEMH targets on their IEP, adjustments may be needed to support pupils with their behaviour goals.