

King's Oak Academy – The Acorn

Behaviour Procedures

In the Acorn we believe in positive management of behaviour through reinforcing and praising good behaviours and encouraging children to take responsibility for their own actions. All behaviour is a form of communication and it is important that we listen to pupils and acknowledge their feelings, however they communicate them to us. We have adopted a Thrive approach to managing behaviour. This approach is based on scientific research and informed by up-to-date neuroscience. The Thrive approach allows us to address children's emotional needs, supporting them to readdress certain behavioural patterns and providing them with important social and emotional development. We have a Thrive practitioner who is trained to identify the emotional needs that underlie certain behaviours. Specific provision is put in place to support the children whose behaviour interrupts their own and others' learning.

All adults in the school are responsible for promoting positive behaviour following the guidelines set out below.

Guidelines for promoting positive behaviour

To achieve a positive learning environment the following guidelines should be consistently applied:

- Adults within the school will model and reinforce the school rules in all interactions with all members of the school community.
- When children are seen to be demonstrating the school rules this is acknowledged and celebrated.
- All staff should apply the behavioural procedures in a fair and consistent way.
- Whilst being consistent, staff should keep a flexibility that takes account of individual circumstances in line with their professional role.
- Avoid punishment of whole groups where possible.
- Always blame the behaviour not the child.
- Never humiliate the child during discipline.
- Good behaviour needs to be actively taught.
- Children should be praised for good behaviour as well as good learning characteristics
- All staff will have high expectations of all children.
- Instructions should be given in clear positive language e.g. 'walk sensibly' rather than 'don't run'.
- Use the child's name when giving an instruction e.g. 'James, you need to stop talking. Thank you.'
- A quiet voice and calm manner should be used, i.e. assertive rather than aggressive.
- Provide time for the child to reflect on and discuss their behaviour.
- Use Thrive techniques to validate children's feelings, e.g. 'I can see you are really cross. I'd be really cross if...'

School Rules

In the Acorn we have three key rules:

- Respect people and property
- Try your best with learning
- Take responsibility for your actions

Rewards

Good behaviour is expected and rewarded in a variety of ways by all members of staff, including:

- Verbal praise promoting positive behaviour and learning
- Stickers from class teacher and phase leader
- Awarding house points
- Certificates in celebration assemblies

During Friday's Celebration Assembly the following awards will be given out:

- Purple Learner certificates
- Attendance award to the best class
- House point cup to the house with the most points.

Sanctions

Sanctions should also be used, but with the emphasis on choice, consequence and a positive rather than negative approach. A 'stepped' approach provides a framework for managing unacceptable behaviour. However, serious incidents of unacceptable behaviour may result in a child moving straight to step 3 or above.

1. Verbal reminder of the school rule and encouragement to make the right choice.
2. If the child continues to make poor behaviour choices a yellow card is issued and the child's name is recorded on a class yellow card. The teacher may use their professional judgement to decide if the child needs time out in the partner class. This should be a time to reflect on their choices and a restorative conversation between pupil and teacher should happen before the child returns to their class. If a children receives 2 or more yellow cards in a week the class teach will speak to the parent about the behaviour choices.
3. On returning to class, if behaviour choices continue to be poor a red card will be issued. The child will then be expected to attend the Red Card room during break or lunch for 15 minutes. If the red card is issued in the afternoon the child will miss 15 minutes at the end of the day. They will discuss their behaviour with a member of staff and be reminded about the school rules. The child will complete a 'reflection' sheet. The class teacher will inform parents at the end of the day about the red card and why they received one. Staff are responsible for inputting the behaviour on CPOMS.
4. If a child receives more than 2 red cards in a week a meeting will be arrange with the parents and the child to discuss the behaviour. An action plan will be drawn up and a review meeting will be arranged in a fortnight.
5. If behaviour is still unacceptable, following the above sanctions, or is of a serious nature parents will be contacted immediately and an internal exclusion (half day) with SLT will take place. Parents will attend a meeting with a member of SLT to discuss the behaviour; specific behavioural support or a referral within the Special Education Needs code of practice may be necessary.

6. Exclusion procedures will be used as a last resort and following the DfE guidance and CLF's exclusion policy, in order to protect the health, safety, welfare and right to learn of others. Examples of behaviours which could lead to exclusion are; violence and/or aggression towards children and staff, persistent verbal abuse, and continued disruption of the learning of others.

Clarity of Consequences

For minor disruptions or behaviour episodes the child will start at step 1.

For more serious disruptions or behaviour episodes the child will go straight to Step 3, red card.

Step One – Reminder

"I am giving you a reminder because... and I know that you can..."

"I am now reminding you to... because... and what I want to see is..."

- Calmly given.
 - If possible, given privately.
 - Given with clear reason.
- Ensure a child understands that this is not a consequence but a chance to change their behaviour.
 - Quickly after try to praise child for some positive behaviour and praise others who are modelling good behaviour.

Step Two – Issuing a Yellow card, this **may result in time out in a partner class.**

- Use a designated space.
- Use a timer so that it is visual.
- Provide learning to be completed.
- Conduct a restorative conversation with the child upon their return.

Step Three and four can be reached in two ways

1. Progression through the stages
2. Instantly through demonstration of undesirable behaviours:
 - Fighting
 - Defiance/refusal
 - Swearing
 - Hurting another child either verbally or physically

Step five and six exclusion behaviours would be:

- Repeated defiance/ refusal (e.g. refusing to follow the consequences of the behaviour policy)
- Swearing at somebody
- Spitting at somebody
- Aggression towards somebody
- Leaving the school building without permission

- Fighting with serious intent to cause injury or seeking out somebody to harm them
- Throwing furniture or equipment with intent, or recklessness as to harm

Internal exclusion

Is likely to be applied after:

- Three refusals of a reasonable request by an adult
- Swearing at an adult (this includes finger gestures, swear words or implied swear words)
- Spitting at an adult
- Leaving the school building without permission

Fixed Term Exclusion

Is likely to be applied after:

- Further refusals once an internal exclusion applied (internal exclusion applied after 3 refusals).
- Aggression towards an adult
- Fighting with serious intent to cause injury or seeking out a child to harm them
- Throwing furniture or equipment with intent, or recklessness as to harm
- Leaving the school grounds without permission

All children will be given a fresh start at the beginning of each day.

Lunchtime Behaviour

Lunchtimes are very busy and less structured times of the day and therefore good behaviour is essential during this time. At lunchtime the children are supported by the SMSA's (School Meal Supervisory Assistants) who apply the school behaviour and discipline policy.

At lunchtimes SMSA's will use the following sanctions:

- Verbal reminder – given for unacceptable low level behaviour.
- Second warning (yellow card) – resulting in time out and having to stay with the SMSA for 10 minutes
- Red card – for further unacceptable or more serious behaviour. If a child receives a red card at lunch time the SMSA informs the class teacher who inputs the incident on CPOMS and informs the parents at the end of the day. The child also miss 15 minutes of their playtime.

Physical contact

The safety of all children is paramount at all times. If a child endangers the safety of others another member of staff must be called. Staff may intervene physically to restrain a child to prevent injury, or if a child is in danger of hurting him or herself. They may also restrain a child if he or she is likely to damage property. Where possible, action by staff to avoid the use of physical restraint should be considered; for example, confining child in a quiet room to calm down, while maintaining observation of the child. Any actions taken are in line with government guidance.

There are times during the school day when it is entirely appropriate for adults to touch children, for example, when demonstrating teaching in P.E, supporting learning or comforting a child.

