



The Acorns School

Acorns Positive Relationships and Behaviour Policy

Ethos;

Summary.

The Staff of The Acorns School recognise that effective teaching and learning will only take place in an atmosphere where there is a clear understanding of what is, and what is not, acceptable behaviour. The policy supports our enabling and empowering school community; it promotes skills of independence, reflection and positive choice. All young people are treated as individuals and interventions are offered to meet individual needs. Whilst interventions offer flexible and adaptive responses, expectations remain high; they are clear and consistent.

This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good relationships and behaviors and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. This policy is longstanding, subject to review and has developed on the understanding that **for the policy to be effective good relationships must be developed, maintained and seen as the cornerstone.**

Vision;

The aim of this policy is to promote positive relationships between the school staff and pupils to help establish a calm and supportive ethos in which pupils can develop emotionally, socially and academically. The Acorns School actively promotes trauma informed practice, we believe that to enable effective learning to take place, positive relationships and behaviour in all aspects of school life should be established. We aim to develop:

- Personal responsibility for actions.
- Respect for others, their beliefs and their property.
- Self-respect, self-esteem, self-discipline.
- Honesty.
- Empathy.

We aim to create a caring and respectful learning environment in the school by:

- Ensuring absolute clarity about the expected standard of learners' behaviour
- Praising good behaviour explicitly and celebrating success
- Ensuring that the behaviour policy is clearly understood by all staff, parents/carers and learners
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Ensuring that all learners are subject to clear sanctions or rewards.
- Encouraging consistency of response to both positive and negative behaviour
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Ensuring a staff presence throughout the school day to ensure learners safety and wellbeing
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the behaviour policy and procedures
- Promoting early intervention for learners facing significant challenge
- Ensuring that staff understand the needs of SEND learners
- Building positive relationships with the parents/carers of learners with behaviour difficulties
- Ensuring that all school staff model the highest standards of behaviour and promote all learners to do the same
- The development of good relationships between staff and learners is central to the success
- Teaching and learning should take place within an atmosphere of mutual respect.
- Teachers and Assistants are responsible for establishing clear classroom procedures and ensuring that an expectation of high warmth and high expectation is applied to behaviour
- Learners learn best when they know what their targets are and what they must do to achieve them.

As a team, we can support our learners through:

- the quality of our relationships with each other
- reflective practice
- the quality of our teaching
- the scaffolding and intervention we put in place

The scaffolding consists of:

- Rights and responsibilities
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation
- Reflective practice

At The Acorns School we believe that:

- **Learners want to behave well:** We believe that our learners are happy when they behave well and when that behaviour is recognised by adults and their peers.
- **Learners can learn to improve their behaviour:** Learning new behaviour is a task,

just like learning to read or write.

- **Mistakes are part of the learning process:** We understand poor behaviour as a mistake which can be rectified. We don't make a judgement about it – instead we support our learners to get it right.
- **Adults can implement strategies to support Learners to improve their behaviour:** Most adults have evolved ways of dealing with young people's behaviour based usually on their experience of being parented or parenting. Working closely alongside parents, carers and agencies, we aim to strengthen relationships and provide a consistent and thought through approach to improving learners' behaviour.

Adults can support our learners by:

The quality of our relationships with each other and them ;

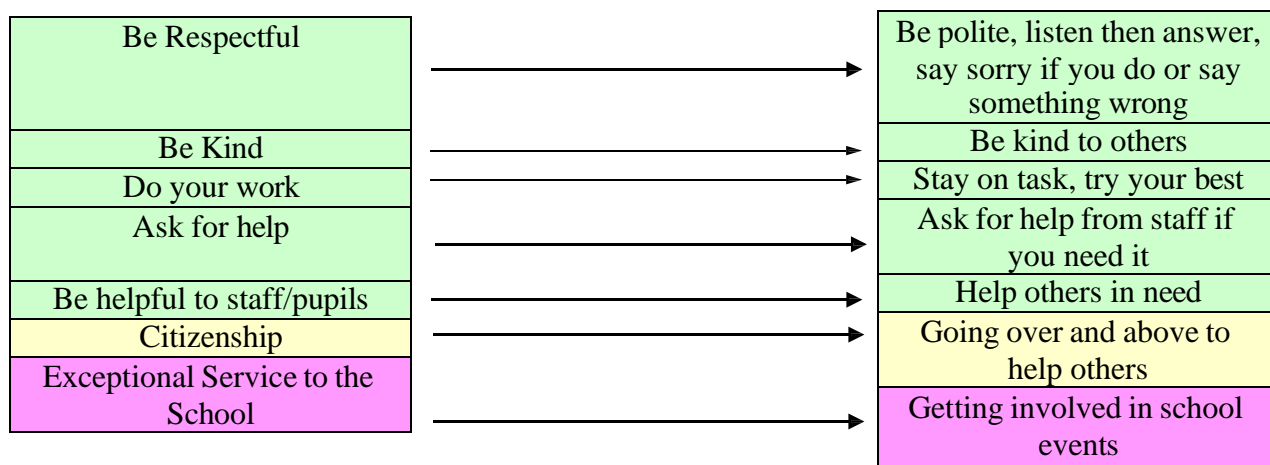
a) our relationships with each other provide the opportunity to model positive behaviour and attitudes. A culture of good communication, honesty and transparency promotes a consistent and safe approach to supporting positive behaviours; it removes the opportunity for collusion and splitting that can undermine the ethos of the school.

b) the quality of our relationships with our learners; these relationships are crucial. Each adult is a significant adult for our learners.

To foster successful, enabling relationships we need to:

- Actively build mutual trust and rapport
- Demonstrate belief in the learner – that they can succeed. Let the learner know this in a range of ways
- Always treat the learner with dignity and respect e.g. by saying 'thank you'; by listening carefully and validating their feelings
- Listen respectfully to the learner, and make a judgement about how/when to respond
- Enjoy their company – have fun together, where and when appropriate
- Hear the message behind the words/behaviour; ask yourself why the learner is behaving in this way – there will always be a reason; the behaviour is a symptom
- See things through e.g. if learners must make up time, the teacher concerned must help them to do this during the appropriate time
- Keep our word – do whatever we say we will do
- Look for the good in the learner – identify the positives with the learner and build on them
- Apologise if you make a mistake – you are modelling this for the learner; this engenders respect
- Name and manage your own emotional reactions to learners' behaviour i.e., demonstrate emotionally intelligent behaviour at all times
- Let go of your memory/feelings of a learner's previous bad behaviour – it's unhelpful history; focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for the learners. Never let learners do whatever they want, when this would infringe the rights or comfort of others – boundaries make learners feel safe.

The school code of conduct is reflected in our achievement points.



Respect, Learn, Progress (RLP);

Good behaviour makes it easy for everyone to learn.

This includes;

- Attending every lesson on time and beginning promptly
- Listening carefully
- Following instructions
- Working hard and asking for help when needed

In General;

Be polite to everyone.

This includes:

- Using a low voice – shouting is rude.
- Using language which is neither abusive nor offensive
- Offering help to others
- Being polite to visitors.

Listen to others and expect to be listened to.

This can include;

- Trying to understand other people's point of view
- Not interrupting anybody or being interrupted by others
- Being silent when required
- Not answering back

Keep the school clean and tidy so that it is always a welcoming place which we can be proud of.

This includes;

- Taking care of our displays
- Keeping the walls and furniture clean and unmarked
- Putting all litter in litter bins
- Reporting damage to staff
- Using the toilets in an acceptable way

Move quietly and gently around school.

This includes:

- Walking from area to area
- Being ready to open doors
- Being ready to help carry things

Strategies to encourage good behaviour;

Statement: The fundamental strategy in place to establish and maintain good behaviour in the school is the **high priority given to the need to treat all members of our community and visitors with respect and tolerance.** Staff model mutual respect, towards each other, the pupils and all visitors to the school. Appropriate pupil behaviour and any specific examples of positive or caring behaviour observed is acknowledged and valued. The use of restorative justice approaches throughout the school reinforces the existing ethos and behaviour management strategies in place. This has increased the emphasis on the need for individuals to acknowledge any harm or hurt their words or actions have caused and the need to identify ways of repairing relationships.

- Commitment to restorative justice processes – ‘making good.’ Use of formal and informal approaches/meetings to resolve conflicts.
- Expectations of good behaviour and concept of ‘Respect, Learn, Progress’, is addressed through the admissions procedures.
- A pupil/parent/school agreement is signed.
- The school Code of Conduct is displayed in classrooms and communal areas.
- Positive feedback for pupils is given as part of the tutorial review system.
- Positive phone calls home by teaching staff and keyworkers and /or and positive postcards and texts are sent home regularly.
- A whole school reward system is in place.
- Additional, flexible rewards are encouraged to match pupil needs.
- Behaviour for Learning monitoring system in lessons
- Individual and general behaviour issues discussed and addressed through daily

- staff briefings, weekly staff meetings and whole staff training.
- Emphasis is on avoidance of incidents/escalation through staff vigilance and teamwork and by using de-escalation techniques.

Rewards and Incentives

In order to achieve our aims as stated in this policy we believe the emphasis must be placed on the positive, and therefore all progress and achievement needs to be recognised and acknowledged. In order to have maximum impact' the reason and type of the reward should be clear and should be awarded quickly.

To increase motivation and self-esteem.

- Achievement points system
- Attendance certificates and reward vouchers
- Displays of students work
- Certificates of achievement
- Praise postcards and phone calls home
- Enrichment activities and vouchers
- Public and/or private praise
- Instant small rewards at discretion of staff to reflect achievement/improvement
- Praise phone call or note to mainstream school (Intervention pupils)
- Specific rewards agreed with pupil as part of individual behaviour targets set

Behaviour around school will be managed by:

- Break times are supervised by all staff in classrooms.
- Lunch supervised in common room and outside.
- Staff will escort pupils to the common room at the beginning of lunch and back to teaching areas at the end of lunch.
- Pupils are escorted to their taxis.

Interventions

Although the ethos of our approach to behaviour management emphasises positive reinforcement of good behaviour, we believe it is necessary to have in place appropriate responses to unacceptable behaviour that can affect good order and has a detrimental effect on pupils and staff. Consultation with pupils confirms that there is a general view that disruptive behaviour should be challenged and consequences in place. The reason for, and the nature of interventions should be clear to both pupils and staff and should be implemented as soon after the incident as possible. Responses should be appropriate and graded. There is a need for consistency. However, in line with the individualistic nature of our approach consideration should be given to what type/level of intervention would be most appropriate for the pupil concerned.

Aims:

- To provide a measured and fair response to inappropriate behaviour

- To act as a support for the school Relationships and Behaviour Code and a deterrent to disruptive/ inappropriate behaviour.
- To promote an ethos of fairness.
- To contribute to the provision of a safe environment for pupils and staff

The consequence needs to be a natural consequence, which makes sense to the learner.

If behaviour significantly disrupts the learning of other pupils, the pupil will be taken to another room to discuss the problem or to work quietly, supervised whenever possible by the sessions support staff. The aim will be to return to the classroom as soon as possible if appropriate.

If additional support is required, the pupil should be supported by staff on duty and if necessary SLT on duty. The form tutor and pupil's key worker will be informed as soon as possible, and the issues addressed through regular or additional discussions. Parents/carers will be informed by telephone, by the key worker if disruptive behaviour is repeated during a day.

If a pattern of disruptive behaviour continues the form tutor will contact parents by telephone and/or letter and a review meeting will be arranged. A behaviour contract may be initiated.

Examples of behaviours/interventions

Impact	Behaviours	Interventions
Low Impact	Low level disruption Swearing No work completed	Reminder by keyworker/teacher or form tutor Contact home Logged on sims Behaviour points recorded on sims Change of seating plan
High Impact	Offensive/sexualised/racial/homophobic language Aggressive or threatening behaviour Vandalism/damage to property Tobacco/Vaping/Alcohol/Drugs misuse Absconding from the school site.	Emergency review with parents and possibly other agencies, Police, CAMHS Bill for any damages/vandalism Fixed term exclusion

		Move to a short term 1-1 High Support intervention timetable
Serious Incidents	Allegations or threats towards staff Sexual harassment of staff Deliberate, significant damage Child on child abuse (see safeguarding policy for further information) Physical assaults on staff or other pupils	Fixed term exclusion Ending of placement (if an Intervention pupil) Move to High Support timetable offsite PRU to PRU transfer Permanent exclusion

Exclusions

In accordance with current guidelines a Head Teacher of a PRU has the power to exclude a pupil. The key features of this guidance are:

The exclusion can be for a fixed period or permanent. A pupil may not be excluded for a fixed period which would make a total of such exclusions exceed 45 days in a school year. The LA's duty to provide suitable education applies to a pupil excluded from a PRU as to any other pupil out of school. In practice, fixed term exclusions will be under 6 days except for exceptional circumstances. Work will be provided, supervised by a parent/carer. If exclusion longer than 6 days is necessary, alternative arrangements for

provision will be agreed with another setting or alternative plan put in place. An excluded Looked After Child would have provision from day 1. Our policy is to use this sanction in only exceptional circumstances, for example, where a pupil poses a threat to his/her own safety or wellbeing, or that of other pupils or staff and as far as possible to use fixed period exclusions.

DfE guidance 2017 update:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Serious Incidents;

Statement: It is up to the professional judgement of the Head Teacher and the staff involved to determine whether or not an incident is logged as 'serious'. Factors such as context, severity, frequency and intent are taken into account. Less 'serious' incidents are recorded to provide a chronology of events in relation to a pupil, inform present or future strategies and programmes and to assist tracking of individual or group behaviours.

- Aims: A safe environment for all pupils and staff.
- Increase staff knowledge and understanding to defuse and handle a range of potential future serious behaviours.
- To provide information to assist in the provision of appropriate programmes of support for individual pupils.
- Have an accurate record of incidents.
- To provide support for staff.

The following incidents will be logged as serious:

- Allegations or threats towards staff
- Sexual harassment of staff or pupils
- Deliberate, significant damage
- Child on child Abuse (see safeguarding policy for further information)
- Physical assaults on staff or other pupils

Absconding from school is considered serious, however a specific protocol is followed please see 'Supervision and duty of care during the school day' policy and absconscion policy.

**N.B. Damage to school property: wherever possible it is the school's intention not to involve police as the school prefers to seek a restorative solution involving reparations either financial (paying for the damage or contributing to the cost if appropriate) or 'in kind' e.g., be willing to fix the damage or make good elsewhere if appropriate. The school takes this approach for three reasons: (i) in order to avoid criminalisation (ii) to set a positive example regarding taking responsibility for actions (iii) wilful damage is not insured and costs have to be covered. If parents/ carers do not support this approach and refuse to support the school, the school will seek redress through the 'small claims court'.*

- Following an incident, a discussion is held between staff involved and Senior Leadership Team to determine if the incident is to be assessed as serious.
- If affirmative, the incident is recorded in Sims and on an Incident Report.
- Pupil is checked for any injuries.
- Staff involved complete Incident Report to record details of incident.
- If any injuries are sustained by staff this is recorded on LCC Oracle system and recorded in the accident book.
- Head Teacher considers all information, decides upon, or endorses action.
- A critical incident review is carried out if staff or pupils have been injured, or if police were called to assist.

THE USE OF REASONABLE FORCE DURING A SERIOUS INCIDENT

Statement: There is no legal definition of reasonable force and so it is therefore not possible to set out when it is reasonable to use force, or the degree of force that may be reasonably used. Although this will always depend on the circumstances of the case, it is our policy for reasonable force to be used as a last resort and to use the minimum needed to achieve the desired result.

The priority is to ensure the safety of pupils and staff. Any incidents to be logged in Sims.

Liaison with parents;

Statement

Communication between parents/carers and the school is an important element in meeting the needs of our pupils effectively. During the admissions process information is shared with, and between, parents and stakeholders involved with the young person. This sharing of information aims to lay the foundations for a partnership approach to meeting the needs of the pupil.

Implementation

- Behavioural expectations are made clear to parents and form part of the Parent/school agreement.
- Positive feedback is made regularly to parents/carers by telephone/texts/home visits/reports/reviews
- Parents are encouraged to contact the school /key worker to share information that may impact on behaviour
- Parents views are sought through regular Questionnaires
- Issues related to behaviour are brought to the attention of parents/carers and they asked to be involved in agreeing strategies
- Parents/carers are informed of any serious incidents or use of reasonable force.
- Complaints procedures are included in school Information Pack.

Monitoring and evaluating the effectiveness of this policy

The Head teacher and the Senior Leadership Team have the responsibility for monitoring and evaluating the implementation of the policy and code of practice using a range of strategies. The Committee will review the policy in line with arrangements for policy review and evaluation.

These include;

- Feedback from stakeholders both formal and informal through questionnaires, audit and interviews.
- Lesson observations.
- Observations during unstructured times.
- Monitoring pupil profiles
- Monitoring and tracking recorded incidents.
- Professional dialogue

Please also refer to;

Anti-bullying policy

Achievement Points/Behaviour Points

Threatening Behaviour Policy

Absconding policy

Safeguarding policy

‘Ensuring good behaviour in schools’ A summary for head teachers, governing bodies, teachers, parents and pupils – DfE 2012

Keeping Children Safe In Education 2021 [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92232/ksce-2021.pdf)

Behaviour in Schools – Advice for headteachers and school staff September 22

Reviewed:

July 2012

July 2014

July 2016

September 2018

September 2019
 September 2020
 September 2021
 September 2022
 September 2023

This policy will be reviewed September 2024.

Please see below Achievement and Behaviour points chart;

Achievement Points

No of points	Heading	
+1	Be Respectful	Be polite, listen then answer, say sorry if you do or say something wrong
+1	Be Kind	Be kind to others
+1	Do your work	Stay on task, try your best
+1	Ask for help	Ask for help from staff if you need it
+1	Be helpful to staff/pupils	Help others in need
+5	Citizenship	Going over and above to help others
+10	Exceptional Service to the School	Getting involved in school events

Behaviour Points

No of points	Heading	Impact
-1	Verbal Abuse	Low Impact
-1	Unkind to others	Low Impact
-1	No work completed	Low Impact
-1	Disruptive	Low Impact
-1	Vandalism	Low Impact
-5	Offensive/sexualised/homophobic/racial language Aggressive or threatening behaviour Vandalism/damage to property Tobacco/vaping/drugs/alcohol misuse	High Impact
-10	On Sims in the comment box "see incident report dated."	Serious Incident