



Behaviour Policy

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 Good behaviour is an essential condition for effective teaching and learning to take place. At the London Acorn School, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful, and fair. Good behaviour must be carefully developed and supported.

1.7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.8 High self-esteem promotes good behaviour, effective learning, and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential and are modelled through the example of the adults who care for them at school.

1.7 Children are expected to show respect for everyone in our school community

This includes:

- Having good manners .
- Being careful and kind
- Being polite and friendly
- Being helpful to each other
- Being respectful and tolerant.

2 Rewards and sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- A child who has produced an exceptional piece of work will be encouraged to share it with other members of staff and receive praise and reward accordingly.
- Children who have received awards in or out of school will share their achievements in assembly and receive praise publicly.
- Children will be able to share their work and achievements in the wider community in our weekly digital newsletter.
- Children have their work displayed in school

2.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Students are expected to uphold the school and family agreement as outlined in the school handbook .

- Students can help the school to be a better place by following our school code
- The School Code can be found displayed in classrooms and is also revisited during PSHE lessons

2.3 Staff at TLAS encourage good patterns of behaviour by using:

- redirection
- limited and specific positive verbal comments.
- giving children responsibility.
- redirecting
- sharing positive feedback proximity praise with others.
- Providing opportunities for children to receive guidance on how to solve issue that may arise. This can be lessons such as PSHE, in assemblies or informal conversations with teachers and peers.
- The teaching team employ a restorative approach in order to resolve situations and to ensure that children can continue to mature and thrive.
- Regular communication with parents

2.4 The School student Council is also a forum for children to raise issues via their Form Representatives.

2.5 The School employs a range of sanctions and these are clearly communicated to the children through PSHE lessons, assemblies and via their class teacher.

The range of consequences includes:

- planned ignoring.
- non-verbal signals.
- verbal reminder, reminding the child of our aims/rules.
- private discussion about why the behaviour is unacceptable
- change of position within the learning environment.
- separating the child from a group or the class.
- loss of privilege.
- time out procedures.
- contacting parents to discuss ways of helping the improve his/her behaviour.

- referring the child to the SENCO with a view to devising an “individual behaviour programme” and or use of a Home/School book communication book to support the child
- referring the child to the Head Teacher.
- In extreme situations permanent exclusion may result.
- Children who misbehave in the play area will be given time out sitting on the bench or standing with a teacher.
- Inappropriate behaviour in an after school club may result in the children being asked to leave the activity
- Children who have behaved violently can be removed from the play area for up to a week, depending on the severity of the incident.

Teachers use their professional judgement in deciding what is a serious incident and they consider the following

- the pupil’s behaviour and level of risk presented at the time of the incident
- if applicable, the degree of force used
- the effect on the pupil or member of staff
- the child’s age and stage of development
- In extreme situations permanent exclusion may result.
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It is possible for the consequences to start at any level depending on the nature of the behaviour.

2.6 The person with responsibility for behaviour in The London Acorn School is the Head teacher, Mrs Deborah Speakman.

2.7 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The School promotes friendship and positive relationships. Bullying and friendship issues are also covered extensively in our PSHE curriculum.

2.8 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

2.5 Screening/Searching/ Confiscation

- School staff can search a pupil for any item banned under the school rules, **if the pupil agrees**.
- Only the Head Teacher and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**. Where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate consequence.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found because of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon **it must be passed to the police**.

- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

3 The role of the Class Teacher

3.1 It is the responsibility of the teacher of the class to ensure that the children adhere to the school code, and that their class behaves in a responsible manner during lesson time.

3.2 The teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The teacher treats each child fairly and consistently. The teacher treats all children in their class with respect and understanding.

3.4 In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

3.5 The class teacher reports to parents about the progress of each child in their class in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

3.6 The class teacher may liaise with other teachers to discuss specific aspects of behaviour to ensure that treatment of individuals is consistent.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Headteacher monitors records of all reported serious incidents of misbehaviour.

4.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the School Code in the Welcome Pack for new parents and pupils and we expect parents to read these and support them.

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the school handbook. The community works together to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

5.5 The complaints procedure is available on the schools website should a parent wish to make a formal complaint if the matter has not been successfully resolved with the Headteacher and teaching staff.

6 Fixed-term and permanent exclusions

6.1 All matters which have reached this level after following the behaviour procedures and home/school monitoring system will be referred to the Headteacher of the School. Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

6.2 If the school excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion.

7 Monitoring

7.1 The Headteacher monitors the effectiveness of this policy on a regular basis and makes recommendations for further improvements.

7.2 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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