



## **The Acorn Partnership**

Marston Montgomery Primary School  
Long Lane C of E Primary School

# **The Acorn Partnership** **Behaviour Policy**

Policy written – September 2022

Reviewed – September 2023

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## **Behaviour Policy**

### **Why do we need a Behaviour policy?**

The law requires schools to have a written behaviour policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently. Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

### **Aims of our Positive Behaviour Policy**

- To promote a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

### **How do we implement our Behaviour policy?**

#### **School Ethos**

Our schools have an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in collective worship and modelling good social behaviour from all adults within the school community.

### **Expectations of the School Community**

<b>Staff and Governors</b>	<b>Pupils</b>	<b>Parents</b>
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the school's values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time and with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with an explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	

## **Curriculum**

We teach pupils, through our curriculum, the above-mentioned principles. PSHE and citizenship are taught using a variety of methodologies and these address our ethos and expectations directly.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

## **School systems**

### **Our Golden rules**

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

(These expectations cover all aspects of school life including lunchtimes)

Each class should work together to establish ground rules, which allow the classroom to operate effectively within a safe, happy and busy learning environment. Playground rules should be established in the same way so that the playground is a safe, happy and fair place to be.

## **Rewards**

We reward good behaviour, because we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements.

We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise.
- Class reward systems (i.e. Dojos).
- Individual behaviour charts.
- Stickers, Certificates, Credits, Merits, Trophies.
- Special privileges.
- End of week / term / annual rewards, e.g. afternoon tea.
- Letters to parents / carers.

## **Sanctions**

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

### Garden Class - Sanctions

Children in the Garden Class have a 'time out' using a sand timer. This usually happens immediately and for a short (1, 2 or 5 minutes) period of time. If unacceptable behaviour is serious or reoccurring staff inform the head teacher.

### Meadow Class - Sanctions

Our Meadow Class use a traffic light system. At the beginning of the day all pupils start on green. Unacceptable behaviour leads to a pupil being moved to amber and then to red. More serious incidents of unacceptable behaviour lead to a pupil being moved immediately to red.

When a pupil is on red they miss five minutes of break time. If a pupil is on red twice in the same week they miss ten minutes of break time. If a pupil is on red three times in the same week they miss ten minutes of break time and go to see the head teacher.

CPOMS is used to record pupils on red and the reason for this. If pupils are on red often sanctions are increased.

We divide unacceptable behaviour into three broad bands:

Low Level	Moderate Level	Serious Level
Fidgeting / fiddling Telling tales Punctuality – Ready to learn Dropping litter Noisy eg talking/shouting Failing to keep on task Leaving desks Unkind remarks Bad language (one off) Time wasting Telling lies Running in corridors Pushing in line Borrowing without permission Leaving work area untidy	Consistently shouting out Poor effort Distracting others Unprepared for work (continuously) Fighting Stealing Disregarding adults Threatening / aggressive behaviour Refusal to co operate Vandalism – graffiti etc	Serious assault Vandalism eg extreme damage to school property / toilets Serious physical / verbal threats made to staff or children Violent outbursts, verbal / physical Leaving school without permission Racist incidents School refusal

We divide sanctions and procedures into three broad bands:

Low Level	Moderate Level	Serious Level
Frown Verbal warning Withdrawing attention Repeat activity properly Sit alone / stand out Reward others Time out in class	Daily / Weekly behaviour report Time out in another class. Reflect and write Contact with parents Informal parents meeting Referred to Headteacher	Send to Headteacher Involve parents Involve SENCO Education Plan Daily / Weekly behaviour report Involve outside agency – staff liaise with HT/DHT to access support. Home lunch Modified timetable Fixed term exclusion Permanent exclusion

The sanctions and procedures used are decided by staff on an individual basis and usual behaviour is considered.

### **Support systems for Individual Pupil Need**

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including mid-day supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (*i.e. positive play, circle time, peer buddies/mentors etc*).

### **Support for emotional wellbeing**

Staff speak to pupils about their emotional wellbeing. Pupils are able to use the wellbeing poster to record how they are feeling. Staff then speak to pupils and offer support where needed.

### **Support Systems for staff**

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the class teacher or head teacher.

### **Support Systems for parents/carers**

Both schools have an open-door policy where parents and carers are encouraged to visit to discuss any relevant issues and in line with this staff will contact them to have informal conversations about their child's behaviour. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

### **Monitoring and Review**

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the entire school community, (pupil and parent surveys), school staff, Governors, LEA representatives, school community nurse and local Healthy School Standards representative.

This policy links to our policies on Anti- Bullying and Use of Restraint.

Where behaviour involves child-on-child abuse staff refer to the Child Protections Policy.

This document is freely available to the entire school community. It has also been made available in the school newsletter, web-site and prospectus.

### **Cross reference to other policies**

Allegations Against Staff Attendance Bullying Child Protection	Confidentiality Exclusion External contributors Inclusion	PSHE and Citizenship Race equality Safeguarding Teaching and Learning
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## References

Primary National Strategy. Developing and reviewing your whole school behaviour and attendance policy 2005 DfES 1735-2005PD5-EN

Key Stage 3 National Strategy Advice on whole school behaviour and attendance policy 09/2003 DfES 0628-2003 R