



# **ACORN FREE SCHOOL**

## **Behaviour Policy**

**Date of Issue: Feb 2017**

**Reviewed: July 2017**

## REWARDS

We focus heavily on the positive and our reward system should be applied fairly and consistently to ensure that pupils have the opportunity to be rewarded and praised every day. It is essential that we do not reward poor behaviour and that it is evident to everyone that the pupils receiving regular and cumulative rewards are those that are displaying positive behaviours at all times. Our reward system consists of the following;

1. An accumulative credit based system whereby pupils work to achieve 5 credits every day to be graded 'green' and achieve their reward. The credit based system utilises a computerised chart recorded on School Pod whereby teachers record the number of credits earned each day. At the end of each week those pupils on 22 or more credits and no Level 4s will be able to participate in Friday afternoon rewards. Fortnightly these behaviours are tracked, pupils who achieve 46 credits or above and no Level 4s will receive a £5 voucher for Amazon or One-for-all. The credits are re-set each fortnight, there is no accumulation.

2. 'Congratulations' post cards home. Class teachers will each hold a supply of congratulations cards that they can issue when a pupil has excelled – this might be academic or behavioural, showing consideration and understanding of others is valued as much as completing work to the highest of standards. The postcards home can also be issued when pupils are making a marked effort and beginning to show improvements in their behaviour – this therefore allows students to achieve a 'congratulations' post card for individual lessons/instances even when they are achieving lower percentages

3. Incidental whole school rewards when the focus on a particular school rule is needed – as an example, all pupils who hand their mobile phones in when asked can have a reward that day (e.g lunch or cakes/treats with the Headteacher) as a thank you for abiding by the rules of the school. This not only rewards those students complying but sends a clear message to other students who need regular reminders to abide by the daily routines of the school

4. 100% lottery- at the end of each week the Headteacher will draw a name from the register of all pupils. There will be a 2x £5 reward available. One for a student who is drawn out will 100% attendance that week and one for a student if they have 15 or more credits. If the pupil drawn out does not meet these requirements for the week then reward is "rolled over" and the following week is £10, up to a maximum of £30 for a full term. The lottery begins at £5 at the start of each term. The £5 reward is to be in the form of a One4All gift card that can be used in Argos or a large number of High Street retailers.

5. Weekly 100% Behaviour reward

6. Termly celebration assemblies where class teachers will be asked to nominate pupils from their class for the following categories:-

Most improved behaviour, Positive attitude award, Positive lunch/breaktime award

7. Groups

## CONSEQUENCES

As stated above, we always aim to focus on the positive, but there will be times when poor behaviour occurs and so there will be a clear, logical, well planned structure for dealing with such situations.

It is essential that all students, parents and staff understand this framework and its consequences. At all times the intention of the policy is to stop unacceptable behaviour and allow for the student to recover, to learn from mistakes and modify his/her behaviour. We aim to teach self-regulation at all times and use every opportunity for students to reflect and make the right choices.

Each member of staff must operate within the framework and there is an expectation that the Teacher and Support Assistant are responsible for a large part of classroom behaviour management. Students must not be removed from classes for trivial reasons or sent out to work for unnecessarily extended periods of the lesson. However, if the following occurs

- students persistently disturb the progress of their peers or
- make the working conditions for the teacher unacceptable or
- are involved in a one-off serious event

then the responsibility for the behaviour management moves to Senior Leadership level.

For the structure to work it is essential that consistency and flexibility work in harmony:

**‘When a particular misdemeanour takes place an identified consequence or range of consequences must follow. The identified consequences is not open to negotiation or debate. This is the key area of consistency’.**

‘Once the consequence has taken place it is up to the member(s) of staff concerned to decide upon appropriate ‘follow-up’ strategy with each child’s case being viewed in an individual sense. This is the key area of flexibility’.

## **STRUCTURE OF CONSEQUENCES**

### **LEVEL ONE      1<sup>st</sup> Warning**

At this point, all staff must use the same type of language, ‘This is your level one warning’, reinforce expectations and remind pupils of consequences. Pupils must know what is expected of them and what happens if they do not reach those expectations. Staff must use a range of low level behaviour management strategies and prioritise use positive ‘start’ rather than ‘stop’ instructions. Strategies must be linked to the pupils profile and IEP.

### **LEVEL TWO      2<sup>nd</sup> Warning**

As above- if pupil behaviour has not then modified their behaviour they are told that they have received a level 2 warning.

### **LEVEL THREE      3<sup>rd</sup> Warning                      RECOVERY**

At this level students are given time out to allow for recovery and a return to the lesson. This will result in pupils getting a limited (5 minutes) intervention with Class Teacher or Teaching Assistant. The aim is to stop the situation escalating and for the teacher to talk things through in order to try to ensure the same thing doesn't happen again and to allow the pupil to give his/her point of view. The pupil needs to be informed that this is a Level 3 warning.

The first three levels are very much seen as classroom-based strategies; recording is at Classroom level and monitoring is at Contact Teacher level.

The incident report form (Appendix A) must be completed once a pupil reaches Level 3.

***It is important that at the end of every session pupils are informed of exactly the warnings they have received or the positives they have achieved.***

#### **LEVEL FOUR - ISOLATION**

If there is a one-off serious incident in a lesson or if the student does recover and return to the lesson at Level 3, but then another incident occurs the consequence goes to Level 4.

Students will be removed from lessons to Isolation until next break with work provided by the teacher. This work is to be completed before being able to return to lesson. The purpose of isolation is to ensure the learning of others is not disrupted. This is different to recovery. Discussion, mediation and restorative work will occur at a later stage. When a pupil is sent to isolation the slip in appendix A needs to be completed and taken with the pupil to the Headteacher or Senior Teacher.

At this level, the pupil receives a SLT detention at the next break or lunchtime as a consequence for their behaviour. Parents will be informed of Level 4 incidents by the class teacher who will be responsible for telephoning home.

Internal Behaviour Modification students will be kept completely isolated from other students, including those in Isolation at Level 4. When students are in Internal Behaviour Modification, teachers should provide work for those students for the lesson from which they are absent, this must be differentiated and relevant. This work should be taken, by the relevant teacher, to the Training Room Office area prior the modification day. The student will be expected to work on some of their regular classwork during the day.

#### **LEVEL FIVE – BEHAVIOUR CONTRACT**

When appropriate a behaviour contract will be put in place. This process will be followed when all other stages have been completed. Parents will be invited into school prior to the contract being agreed and signed. At this stage it is advisable to consider whether a placement at the Acorn Free School is still appropriate and if the pupil is able or willing to access the support and help on offer.

A draft behaviour contract can be found in Appendix B

Behaviour contracts are normally reviewed fortnightly – once the contract has been met the student is given a fresh start and follows the behaviour policy like everyone else.

## **LEVEL SIX – FIXED TERM TEMPORARY EXCLUSION or CLOSURE OF PLACEMENT**

A fixed term temporary exclusion can be imposed for either an accumulation of incidents e.g. for Students who persistently break their contracts or for when a one-off event is deemed too serious to be dealt with at a lower level. Examples of such one off offences include health (drugs issues) or safety (assaults).

A meeting between the student, his/her parents/carers and the Head after a period of temporary exclusion will be set up.

## **SPECIFIC BEHAVIOUR ISSUES**

1. **Smoking-** Smoking is not permitted at the Acorn Free School, this is made clear at induction to pupils, parents and carers. Pupils are supported and taken to appointments with Phoenix Stop Smoking Service if they wish to stop smoking. Any student caught smoking will receive an immediate Level 4 detention at the next available break and a session in isolation. It is important that a Level 4 slip is completed to accompany the student so a record can be maintained. All smoking paraphernalia will be destroyed.
2. **Mobile Phones-** It is the responsibility of class teachers to ask pupils for their mobile phone as soon as they enter school, and ensure that it is securely held. Any student who is found not to have handed in their mobile phone will move straight to Level 4 detention. The mobile phone will then remain secure at the Acorn Free School until a parent/carer is able to collect it.
3. **Uniform-** If pupils do not wear full uniform a telephone call home is to be made to parents/carers. In cases of hardship Acorn Free School will arrange to purchase uniform for students. Once it has been established that pupils have adequate uniform then the consequence will be a Level 4 detention.

## **APPENDIX A – Incident Report Form**



This contract is in place to ensure the safety and physical and emotional wellbeing of both XXX and the pupils of The Acorn Free School

This contract is made on:

The contract will be reviewed on (1 – 2 week review) :

This agreement is between:

Pupil	Parents	School

### **Pupil Agreement**

**1. I (name of person to whom the contract applies) understand that I am at risk of closure of my place.**

**I understand that this contract is a final attempt to support me to change my behaviour**

**I understand that if I break the contract the sanctions will apply, and these will include closure of my place**

**In respect of my future behaviour I agree :-**

- To treat pupils and staff in a respectful way
- To behave responsibly and respectful on school transport
- To refrain from smoking at all times on site/when transported/in the school grounds
- To make positive steps to change my behaviour

### **Parent Agreement**

**2. I agree to the following in order to enable the school to manage and resolve this issue:-**

- Reward XX when he/she has achieved his/her targets
- Respond to school when called

## **Schools Agreement**

### **3. We agree to:-**

- Use the report card fairly and consistently
- Allow XXX to participate in the mechanical engineering course if his report card reflects good behaviour.
- Provide XXX with any support he feels he needs (e.g. to stop smoking, access GCSE work, careers etc – detail below)

### **Consequences if the contract is broken**

If the behaviour contract is broken action will be taken. The report chart needs to show a clear improvement in behaviour.

The report card will run for two weeks initially. If there is no definite improvement after this time school will implement a fixed term or permanent exclusions

If a serious incident occurs in school whilst this contract is in place it will be dealt with separately. The action taken will depend upon the nature and severity of the incident and will include either a fixed term or permanent exclusion.

**Declaration – I confirm that I understand the meaning of this contract, the consequences should I break it and I have had the opportunity to be fully involved in agreeing this contract**

**Signed pupil** \_\_\_\_\_

**Signed school** \_\_\_\_\_

**Signed parent** \_\_\_\_\_