



JOHN 10:10 LIFE IN ALL ITS FULLNESS



Positive Behaviour Policy

April 2023

| Reviewed by | Approved by | Date Approved | Next Review Date |
|-------------------|-------------------|---------------|------------------|
| Headteacher / FGB | Headteacher / FGB | 04/07/2023 | 03/07/2026 |

The contents of this policy are in line with the government publication 'Behaviour and Discipline in Schools (DfE January 2017) and comply with section 89 of Education and Inspections Act 2006 and KCSIE 2022

Albourne C E School Community is committed to providing high quality education through a broad, balanced, and ambitious curriculum which is accessible to all pupils. All pupils are included in every aspect of school life, in an environment where pupils and adults are equally valued and respected so that everyone can live life in all its fullness.

Aims of Albourne C E School Positive Behaviour Policy:

- To create an environment and culture where appropriate and positive behaviour is always promoted and reinforced.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, and positive relationships among all members of the school community.
- To ensure all members of the school community respect and care for themselves and others, develop a sense of social responsibility and a sense of belonging to the school and community.
- To ensure that the school's ethos, expectations of behaviour and strategies to support positive behaviour are widely known and understood by the whole school community.
- To make boundaries of acceptable behaviour clear and ensure safety.
- To actively encourage the involvement of both home and school in the implementation of this policy.

The philosophy of the Positive Behaviour Policy is based on our Christian values. All members of the school community are involved in a consistent approach to positive discipline and the development of high self-esteem which will be shared with parents.

In fulfilling our commitment to a positive behaviour policy, we are guided by the following essential principles:

- Pupils have a right to learn without disruption.
- Everybody has a right to safety (physical and psychological)
- Everybody has a right to dignity and respect.
- Staff, pupils, and parents all have a responsibility to ensure appropriate behaviour and attitudes toward learning.

Key principles of positive behaviour management at Albourne C E School

- Focus on and emphasise positive behaviour.
- Praise often and be specific.
- Display quiet, calm, controlled adult modelling.
- In the case of inappropriate behaviour focus on the behaviour rather than the person and be specific.
- Have clear routines and boundaries and be consistent.
- All adults aim to have high expectations of both learning and behaviour.
- All staff should be aware of individual's needs and personalities.

- Teachers should plan regular PSHE lessons appropriate to the age group and needs of their class, including circle times.
- Appropriate support will be available to help pupils with challenging behaviour, parents will also be involved and outside agencies if necessary.
- The Head teacher and SLT will continuously promote a culture of inclusion and mutual respect supporting pupils and staff to ensure good behaviour remains high profile.
- Expectation of those pupils in roles of responsibility such as Pupil Parliament, Albourne Way Ambassadors, Sports council, and House Captains to model appropriate behaviour and support others positively.
- Good communication with parents/carers who work collaboratively with school to support their child's learning and behaviour. Support will be offered to parents and carers where the need arises.
- The support of the Governing body who will regularly review the effectiveness of the behaviour policy at Albourne. The HT to report on any serious incidents of behaviour and strategies to support pupils.
- The child must feel that each day (in some cases each session of the school day) is a new start.
- If a pupil is a danger to themselves and others, then they may have to be restrained. This will be a last resort and only named staff, trained using the Team Teach principles, will do this.

We recognise appropriate behaviour at Albourne C E School through a range of praise strategies, examples of which include:

- Receiving stickers for following our school values.
- Values book for children who display our values around school.
- House Value points for following our Christian, given by any member of staff.
- Following The Albourne Way Certificates

Unacceptable Behaviour

Certain types of behaviour are considered to be not only inappropriate, but unacceptable. Initially, in cases where such behaviour is evident, the child may be removed from the situation. In the event of persistent unacceptable behaviour, a member of the Senior Leadership Team will be informed, and parents/carers consulted at the earliest opportunity. Examples of unacceptable behaviour that warrant this procedure are:

- *Excessive physical violence*
- *Harassment, peer on peer abuse (KCSIE 2022) including bullying and cyberbullying, racial discrimination, verbal abuse and sexism,*
- *Persistent disruption*
- *Behaving in an unsafe manner within the classroom, or elsewhere*
- *Damaging or destroying the environment of the School.*

Albourne pupils have devised the behaviours and consequences ladder which lists appropriate sanctions (see Appendix 1).

Strategies to discourage and handle tricky / unwanted behaviours.

Whilst promoting a positive ethos, we recognise the need for an effective series of strategies and sanctions that identify, and deal with, inappropriate behaviour.

Sanctions may be employed immediately after an incident, but in other cases an investigation will precede the implementation of sanctions. Our guidelines when sanctioning children are:

- To **remind** children of inappropriate behaviour at the earliest opportunity, Values
- Provide an opportunity for reflection and discussion.
- Appropriate consequence is sought, e.g., service in the school; missed playtimes.
- Parents/carers are kept informed.

These are the sanctions, and complimentary strategies we consider using when dealing with inappropriate behaviour.

1. Reminder

The child will be reminded of appropriate behaviour linked to the school values / classroom expectations.

2. Movement

The child may be removed to another place within the classroom. There may be a temporary or permanent change in seating arrangements.

3. Loss of playtime (if the incident occurs in the morning)/ Redress (morning and afternoon) The child may be excluded from a particular activity until there is improvement in behaviour (missed playtime / time out on bench) and maybe required to redress the situation (e.g., clearing up mess made, or apologising – which could take the form of a letter).

Trivial instances of inappropriate behaviour are dealt with by the staff at the time they occur, and it is often impractical and unnecessary to inform parents/carers.

4. Removal from Class

The child may be removed from the classroom to that of another teacher. The child will be sent there with another child or an adult and will take work with them to be completed.

6. Leadership Involvement - Parental Involvement

Where behaviour is unacceptable, recurring, or persistent, the child will meet with their teacher to discuss and to find ways forward. The class teacher will meet with parents and share details of incidents. A reward chart may be set up to promote a change in behaviour. Parents will be invited to be involved in ongoing dialogues, and a home/schoolbook may be used.

Other adults, including senior leadership will be informed via weekly child support meetings.

7. Ongoing Programmes

Behaviour programmes or modification strategies may be established in consultation with the Special Education Needs Co-ordinator, Inclusion Team or other external agencies, together with parents/carers. A learning mentor may be made available to support the child.

8. Internal Exclusion

The Headteacher may consider an internal suspension within a different part of the school, for example outside the Headteacher's office or the quiet room with a member of the senior leadership team.

9. Suspension

The Headteacher may find it necessary to give a pupil a fixed-term suspension for a set period of time. Following this, a reintegration meeting with the child and parent/carer is necessary before the child is able to return to the classroom.

10. Permanent Suspension

The Headteacher may find it necessary to permanently suspend a pupil.

In persistent situations, records are kept to monitor incidents and promote a consistent approach.

Fixed-term suspensions and permanent suspensions always refer to DfE, Hurst Education Trust and WSCC guidance at this point.

Only the Headteacher (or the acting Headteacher) has the power to suspend a pupil from school. The Headteacher may suspend 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 suspension into a permanent exclusion if the circumstances warrant this.

If the Headteacher suspends a pupil, she will inform the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the H.E.T., LA and the governing body about any fixed-term suspension or permanent exclusions.

The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

The governing body will form a discipline committee made up of three members to consider any suspension appeals on behalf of the governors.

When an appeals panel meets, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Implementation of this policy will be monitored by the HT, SLT and Governors through:

- My concern
- Child Spot- weekly staff updates
- Parent and pupil questionnaires
- Governors' minutes
- Class discussion/PSHE/Circle Time/ Pupil Parliament/pupil voice
- SEN register/Individual Learning Plan/Individual Behaviour Plan reviews/Outside agency visits
- Parent meetings
- Log of formal suspensions and exclusions

Communication

All members of the school community will have access to this policy. It can be found on the Albourne C E School website and paper copies will be provided on request. The policy will be regularly reviewed by all staff, children, and governors.

- This policy will be read in conjunction with:
Anti- Bullying Policy,
Child Protection Policy
Equal Opportunities Policy
SEND Policy
KCSIE 2022
Positive Handling Policy

