



ALBOURNE C.E. PRIMARY SCHOOL

On our learning journey together.

Albourne School Positive Behaviour Policy January 2018

Article 19 All children have the right to be protected from danger

Article 28 All children have the right to a good quality education.

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

Albourne C E School Community is committed to providing high quality education through a broad and balanced curriculum which is accessible to all pupils, allowing them to be included in every aspect of school life, in an environment where pupils and adults will be equally valued and respected.

With this in mind we expect all pupils to take increasing responsibility for their actions and to develop an understanding of the benefits of good behaviour for themselves and others.

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 a Rights Respecting ethos and 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.
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- **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 PSHCE lessons appropriate 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 School Council, 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/SENCo 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.

Rights and responsibilities at Albourne CE School

Children at Albourne know that all children have the same rights according to the UNCRC, and that they also have responsibilities linked to each of these. *Staff and pupils have identified the following rights as those that reflect our school needs and determine whole school behaviour:*

We have a right to a good education - we have a responsibility to work hard, to use our time wisely and allow others to learn

We have the right to be listened to and to tell our side of the story - we have the responsibility to tell the truth and to own up to our own actions.

We have the right to feel safe - we have the responsibility to help others feel safe.

We have the right to be treated fairly and kindly - we have the responsibility to treat others as we would have them treat us.

We have the right to use school property - we have the responsibility to treat property with respect and to put it back when we have finished.

We have a right to privacy - we have a responsibility to be respectful and sensible.

In addition all classes have their own class charters negotiated at the beginning of the year, based on rights and responsibilities, and every member of the class will sign up to this.

Systems for unacceptable behaviour choices will be agreed with the class at the beginning of the year and clearly displayed in each classroom.

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

- House points for any positive aspects of school life, given by any member of staff
- Star of the week for learning behaviour linked to a specific target each week
- Values book for children who display our values around school
- Class points for the Hall Charter given for positive behaviour during lunchtimes and worship/assembly times.

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, including bullying, 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 (to be updated Spring 2018)

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;
- 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 / 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). This incident will be recorded in the class behaviour log and in child spot book if appropriate.

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. Lunchtime school detention

The child's name will be recorded in the class book, and the amount of time required to spend in detention from 12.15.

5. 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, reoccurring 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 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/school book may be used.

Other adults, including senior leadership will be informed via weekly childspot 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 exclusion within a different part of the school, for example the Headteacher's office or the quiet room with a member of the senior leadership team.

9. Fixed Term Exclusion

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

10. Permanent Exclusion

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

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

The class teacher discusses the class charter and school expectations with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. (See the Anti-Bullying policy for our definition of what constitutes bullying.) If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting 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.

If the Headteacher excludes a pupil, she will inform the parents immediately, giving reasons for the exclusion. 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 LA and the governing body about any fixed-term or permanent exclusions.

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

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

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, 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:

- Incident Logs
- Child Spot
- Parent and pupil questionnaires
- Governors minutes
- Class discussion/PSHCE/Circle Time/ School Council/pupil voice
- SEN reg/Individual Education Plan/Individual Behaviour Plan reviews/Outside agency visits
- Parent meetings
- Log of formal 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