

THE ALTERNATIVE SCHOOL GROUP LTD

Positive Behaviour Policy



## ***”PURPOSEFUL ENJOYMENT”***

Author:	KS
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## INTRODUCTION

This policy is to support TAS pupils, staff and the whole TAS school community.

## TAS ETHOS

At TAS we are inspired by a belief that we can make a difference to every young person we work with. Listening, raising aspirations and tailoring what we do to meet the needs of the individual. We believe that everyone has the potential to succeed in the right environment and with our holistic approach of nurture, independence, academic achievement and vocational/entrepreneurial opportunities, we aim to ensure that time spent with TAS is both enjoyable and successful, with 100% of our pupils moving into further education/employment. We never give up on our pupils, we never exclude either and we will offer continuous support for as long as a young person requires it. Every day with TAS is a fresh start.

## PURPOSE

This policy has been written with reference to the latest guidance from the Department for Education including –

- 1) *Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016).*
- 2) *Getting the simple things right: Charlie Taylor's behaviour checklists*
- 3) *Checklist for school leaders to support full opening: behaviour and attendance.*

This policy aims to enable pupils and staff to function safely and successfully within their educational setting without the need for a restraint policy (see the No Restraint, but not no touch TAS policy), using a restorative approach and offering all pupils the opportunity to self-regulate and 'work off' any behaviour blips gained whilst in their class or activity.

Communication of this policy is crucial in order for a consistent approach to rewards and behaviour across the whole of TAS. This policy will be shared with the whole TAS community including pupils, staff, parents, board members, referring schools, dual registered schools and any other relevant external agencies.

The health and safety and wellbeing of all people and the school environment have to be factored in when dealing with behaviour.

## WHAT MAKES US DIFFERENT?

At TAS we pride ourselves on building excellent relationships between teachers and pupils. This is achieved by a consistent and positive approach to how we manage pupil behaviour. At TAS all of our pupils have personalised timetables ensuring structure and routine in lessons which will reduce incidents of challenging behaviour. We hold pupil

and staff wellbeing at the heart of everything we do. We are rigid and robust in how we safeguard our pupils including ensuring that instances of challenging behaviour are managed positively and **strictly without any form of physical intervention**. We have an open admissions policy where we work with any pupil regardless of their behaviour or individual needs. Our ethos is one where we do not exclude pupils but look more deeply into reasons for behaviour and how this can be improved and prevented in future. We feel very strongly that excellent attendance is crucial to educational success and exclusions only reduce attendance rather than resolve challenging behaviour. We believe in a fresh start everyday where pupils have the opportunity to change their behaviour for the better.

## EXPECTATIONS

STAFF	PUPILS
<ul style="list-style-type: none"> <li>● Always have a positive attitude</li> <li>● Always show respect to all</li> <li>● Listen to pupils' needs.</li> <li>● Involve pupils in decision making.</li> <li>● Allow pupils space to express themselves.</li> <li>● Dress professionally</li> <li>● Never hold a grudge</li> <li>● Have a fresh start every day.</li> <li>● Demonstrate excellent organisational skills.</li> <li>● Have high expectations of pupils.</li> <li>● Be happy.</li> <li>● Never use sarcasm.</li> <li>● Enjoy each day.</li> <li>● Support each other.</li> <li>● Display pupil's work</li> <li>● Display trackers and progress</li> <li>● Develop staff/pupil contracts.</li> <li>● Treat pupils as individuals</li> <li>● Use correct language and terminology.</li> <li>● Never use physical intervention</li> <li>● Always model good behaviour</li> <li>● Act as a positive role model</li> </ul>	<ul style="list-style-type: none"> <li>● Respect themselves and others.</li> <li>● Involve themselves in decisions around their IEPs.</li> <li>● Attend review meetings.</li> <li>● Take responsibility for own actions.</li> <li>● Respect the building.</li> <li>● Follow instructions.</li> <li>● Arrive on time.</li> <li>● Prepare to learn.</li> <li>● Ask questions.</li> <li>● Be kind to others.</li> <li>● Contribute to the safe running of the school.</li> <li>● Become mentors.</li> <li>● Have fun.</li> <li>● Be creative.</li> <li>● Build a portfolio of coursework and qualifications.</li> <li>● Wear slippers or soft soles.</li> <li>● Ask what they can do to help.</li> </ul>

## **Entitlement**

We aim to ensure that:

- We provide a safe, caring and stimulating environment where children can develop a positive set of attitudes towards everyone in the school.
- The furniture is comfortable to work at;
- There are different learning stations within the classroom;
- There is easy access to water and fresh air;
- The temperature is kept at a comfortable level;
- There is space in the learning environment to celebrate success;
- There are good quality and interesting resources to work with;
- Lessons are fun and engaging “Purposeful Enjoyment”
- There is a friendly and supportive atmosphere to enable children to acquire moral values such as honesty, sincerity, trust, mutual respect and tolerance;
- Each child is valued as an individual;
- We encourage each child to develop his/her self-esteem, confidence and feeling of self-worth to lead to the development of independence in work and decision making;
- There is an understanding that we all have rights, rules and responsibilities.

## **Rights, Rules and Responsibilities**

### **Rights**

At TAS, we believe that children have the right:

- To learn;
- To feel safe;
- To be happy;
- To be an individual;
- To be listened to;
- To play an integral part in their own planning and development;
- To be treated kindly, fairly and equally;
- To have access to the school at appropriate times;
- To communicate and express themselves;
- To be left alone;
- To share ideas and ask questions;

## Rules

The school has a set of 3 expectations of behaviour; which apply to every situation:

- **Show respect at all times.**
- **Follow instructions, even if you do not necessarily agree with them, it is probably for our own safety or the safety of others.**
- **Care for everyone and everything around you**

These rules are displayed around the school and in classrooms. These are then adapted within class to create age/class appropriate behaviour contracts.

## Responsibilities

Head Teachers and the Assistant Headteacher are responsible for following the legal guidelines on the School's Positive Behaviour Policy and monitoring and reviewing the Policy.

The legal responsibilities for the discipline of the school lie with the Headteachers, and Proprietor who have delegated the day-to-day management to the Headteachers. Parents/carers of a suspended or temporary excluded child, have a right to make a written representation to the Headteacher, Quality Manager and Proprietor.

The staff are responsible for:

- Recognising that good behaviour needs to be taught;
- Having high expectations of *all* people in the school;
- Applying the Behaviour Policy in *all* situations and to *all* children in the school;
- Communicating behaviour clearly and effectively with others;
- Having a good knowledge of the Positive Behaviour policy;
- Being consistent and fair;
- Providing a learning experience when dealing with children's behaviour;
- Clearly rewarding positive behaviour;
- Separating the child from the behaviour so they understand it is the behaviour choices that need changing;
- Actively seeking daily positive relationships with parent/carers;
- Providing an inclusive curriculum which promotes a high self-esteem;
- Using the clear agreed language of positive behaviour management.

The senior leaders are responsible for

Monitoring the implementation of the Positive Behaviour policy and its procedures to ensure that it is consistent across the school;

- Supporting staff with the implementation of positive behaviour management strategies and regular trainings;
- Being available to support teachers communicating with parent/carers;

Parent/carers are responsible for:

- Supporting the School's Positive Behaviour Policy;
- Attending the presentation evenings and reviews;
- Sharing information about what is happening outside of the school which may affect their child's behaviour;
- Being available to discuss their child's behaviour with the school when required.

Children are responsible for:

- Doing their best to contribute to a positive learning environment and allowing others to do the same.
- Taking responsibility for their own behaviour.
- Helping to create a secure environment where children can be safe, happy and learn.
- Attending their reviews and playing an active part in developing their IEP.

## **Inclusion**

TAS promotes the learning and participation of everyone within the TAS community. Everyone is valued and diversity is seen as a rich resource to enhance and support learning for all.

The school's inclusive culture is reflected in all policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experiences outside of the school environment. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in the TAS community.

Inclusion is achieved through analysis and assessment of children's needs through a 10-point assessment strategy, by monitoring the quality of teaching, the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given an equal priority and available resources are used to maximum effect.

TAS recognises behaviour management as a subject and therefore it is differentiated where appropriate. Our duties under the Equality Act 2010 mean that reasonable adjustments are made for pupils with SEND. Where

patterns of behaviour have been identified as needing a differentiated approach, the class teacher, in liaison with a member of the Senior Leadership Team (SLT) will request a meeting with parents/carers and the child. A behaviour support plan will be discussed and planned together, and this then reviewed weekly, and parents/carers are asked to sign it daily.

If the pattern of behaviour continues the child would have a 'Behaviour Contract', which will include achievable targets and rewards. The consequences will differ, and smaller steps will be given to the child e.g. they will receive a sticker for every session of the day which will accumulate to a reward at the end of the week. This *may* form part of the child's IEP. This contract should be for a specified time and evaluated at the end of this time.

If the behaviour is deemed as a serious danger to themselves and/or others, a health and safety risk, a period of exclusion may be issued where the child should work at home or away from school until such time, they are able to reflect and be ready to continue with some restorative work.

## **Resourcing**

Resourcing for positive behaviour will take into account the needs of all pupils. All staff will receive a copy of this policy as part of their induction programme. Further training will be arranged as appropriate, this may include:

- Observation of other teachers
- Training sessions for staff
- Consultation with specialist teachers within the organisation
- An education psychologist or other professional

Implementation is a *whole school* responsibility and supported through the ethos within the school.

This will be achieved in a variety of ways:

Our own behaviour as adults will reflect our expectations of the children. As staff we will aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, use a 'talking' voice, listen to the children and follow up their problems to a conclusion. When members of staff discuss behaviour with children, they will always aim to have a learning experience as an outcome and use the agreed language.

## **Strategies**

### **Non-verbal strategies and reinforcement**

Members of staff use non-verbal communication such as giving eye contact, smiling, using positive gestures (such as thumbs up).

### **Verbal reinforcement**

Members of staff use praise to groups and individuals.

### **Consequences (Positive and Negative) – see Appendix 1**

These are set out in the appendix to this policy. They outline the agreed consequences to negative and positive behaviour. The consequences outline individual consequences and group consequences (e.g. target for the class).

### **Referral to other staff and senior staff**

By arrangement, and as part of the schools systems for positive and negative consequences, children are sent to other members of teaching and learning staff, senior leaders to share work, information and behaviour.

### **Communication with parents/carers**

Parents/carers are kept informed about all aspects of a child's behaviour. This is achieved by:

- A telephone call with parents/carers at the beginning or end of the day;
- If a child's behaviour is causing concern, parents/carers will be invited to meet with the teacher and/or senior staff to discuss how the child can be helped to change his/her behaviour.
- Children's achievements and consequences are published to parents at the end of each half term and a formal review held.
- Postcards are sent home, highlighting positive behaviour and results.

### **Friday Celebration**

Friday Celebration Assemblies are used to celebrate good work, effort and behaviour. Certificates and rewards are awarded to celebrate success in line with the campus achievement board. Individual work is celebrated.

### **Lunch Time**

The Headteacher and Assistant Head will organise lunchtime supervision in line with the needs of their own school.

### **Dealing with Inappropriate Behaviour**

When dealing with inappropriate behaviour the main considerations are:

- That a learning experience is gained from it;
- That the behaviour is separated from the child so they understand it is the behaviour choices that need changing;
- Care and support for the individual or group of pupils involved;
- Prompt, fair and consistent responses by the adults concerned;
- Consultation with parents/carers if the child's behaviour is a



cause for concern.

In some circumstances it may be necessary for the senior member of staff or the Head to deal with inappropriate behaviour by talking to a large group assembled together.

### **Links with Other Policy Documents**

Positive behaviour is fundamental to good learning and all policy documents will reflect elements of the Positive Behaviour Policy.

All Health and Safety issues related to this policy are covered within the schools Health and Safety policy and the No restraint, not no touch policy.

### **Monitoring**

In order to monitor the effectiveness of this policy evidence will be collected in a number of ways, these include:

- Consultation with parents/carers via questionnaire and informal dialogue;
- Teachers' records;
- Behaviour Watch data;
- Class observations;
- Pupil Voice;
- Class Celebration boards;
- Dialogue with staff groups;
- Review of targets on IEPs;
- Records of certificates for good behaviour;
- Records of incidents of bullying;
- Records of incidents of racist incidents;
- Exclusions.

The Heads and Quality and Compliance Manager are responsible for carrying out the review of the Positive Behaviour Policy. The policy will be reviewed every 12 months.

### **Regulating pupils' behaviour outside TAS premises**

TAS has a statutory power to regulate the behaviour of pupils when off TAS premises and not supervised by TAS staff on educational visits; sporting events; behaviour on the way to and from school. In these instances, disciplinary action would usually take place on TAS premises, however, can take place at another location, and where appropriate, parent/carers have been consulted. TAS would expect any out-of-school misconduct witnessed by members of the community (police, shopkeepers, street wardens etc) to be reported to the

Headteacher.

### **Internal exclusions (reflection areas)**

The internal exclusion area/(reflection areas) will not operate during holidays, after hours or weekends and non-teaching days.

The location of these areas are:

Barnoldswick - comfy area near the library, near the back door

Blackpool – medical and wellbeing room

St James School – the meeting room

### **Confiscation**

The school includes confiscation of pupils' property as a disciplinary sanction in the Behaviour Policy. Confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for staff who have reasonably confiscated pupils' property.

The guidance indicates that teachers have authority to confiscate property 'in pursuance of a legitimate aim', defined by the guidance as generally 'maintaining an environment conducive to learning ... which safeguards the rights of other pupils to be educated'. The guidance says, importantly: *"it is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising."*

### **Power to search for weapons**

The school can search pupils who are suspected of having weapons or knives without consent. Should it be deemed necessary to search a pupil, two members of the Senior Leadership Team will be consulted and present during the search. These situations should be risk assessed on an individual basis and the safety of staff use be the priority.

The guidance states the following:

Paragraphs 3.8.4 – 3.8.5 of the guidance briefly cover the basic powers of certain school staff to **search suspected pupils for knives or other weapons without consent**. This power to search derives from the *Violent Crime Reduction Act 2006*, which added new provisions to the *Education Act 1996*. It **only** relates to weapons and does **not** extend to searches for other material such as illegal drugs or stolen property. In these cases the police should only do searches. Section 45 of the *Violent Crime Reduction Act 2006* provides full and precise authoritative information, which can be accessed online.

### Serious incidents

A record of any serious incidents is logged on Behaviour Watch. Examples of what may be considered as serious misbehaviour include:-

- \*Sexual violence
- \* Bullying
- \*Bullying on-line
- \*Sexting
- \*Racism
- \*Inappropriate touch
- \* Sexual violence
- \* Sexual Harassment
- \*Homophobia
- \* Hurting others
- \*Inappropriate touch
- \*Throwing or damaging property
- \*Other behaviour

All staff must read and sign to say that they have understand the Behaviour policy.

## Appendix 1

### Behaviour Principles

#### Create positive relationships with children

- Greet your children individually, by name, when they come into your classroom
- Stop and chat with them in other areas of the school
- Make a point of initiating conversation
- Monitor and modify actions to show an openness and friendly concern
- Show interest and try to give complete attention when the children are talking to you
- Show care, concern and empathy
- Smile and show a sense of humour
- Find out as much as you can about a children's likes and dislikes
- Bring up non-academic topics of mutual interest
- Say something positive to children at the end of the day
- Offer to shake their hands as they leave to go home / high five
- **Focus on their strengths**
- Remind them about the things they have done well
- Give them responsibilities in class
- Keep their parents informed – especially about the good things

**Make it your goal to establish positive relationships, with even the most difficult children.**

## Appendix 2

### The Rules

Expectations of behaviour are made clear to pupils in the form of 3 simple, whole school rules.

- 1) **Show respect at all times**
- 2) **Follow instructions, even if you do not necessarily agree with them, it is probably for our own safety or the safety of others**
- 3) **Care for everyone and everything around you**

### PRAISE

**P**arents certificates home, postcards, newsletter

**R**ewards immediate: house points, star of the day, incentives; rewards

**A**wards dazzle board, Friday celebration

**I**ntuitive personal

**S**pecials services & jobs

**E**ncouragement

### The consequences of not following the rules

Just as a child makes a conscious effort to follow the rules so there is a decision on the part of the child to break them. When this happens the teacher is placing the responsibility on the child. In cases of extreme poor behaviour (violence, abusive/threatening language, damaging property) staff may choose to move straight to the highest (blip) step. However, this is only in extreme cases, and it must be made very clear to the child as to why this is being done.

#### Hierarchy

**First** time a child chooses to break a rule: A Verbal Reminder

#### **Four steps to follow when giving a child a verbal reminder as a way of signaling inappropriate behaviour**

1. Use the child's name
2. Indicate to the child the rule being broken
3. State the effect that breaking the rule is having , or could potentially have
4. Say what will happen if they persist with the wrong sort of behaviour

#### **Second time a child chooses to break the same rule:**

It is important they know they have received an unrecorded warning and what the next step will be in the process if they continue to misbehave. This will result on a 'blip' being placed on the whiteboard in class.

**Third time a child chooses to break the same rule:**

This step is to be repeated, up to a maximum of 3'blips', with every encouragement from the teacher to reward any type of positive behaviour or work, no matter how small to enable the 'blips' to be removed off the board and for the child to leave class without any recorded behaviour blips.

**If the child has more than three blips, parents should be informed at the end of the school session. The teacher should be encouraging pupils to work off blips during the session.**

Appendix 3  
Behaviour examples and consequences

Behaviour	Strategies	Consequences
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Vaping	<ul style="list-style-type: none"> <li>• Pupils handing in vapes on arrival</li> <li>• Giving pupils lollipops as an alternative</li> <li>• Teacher to have on display set break times</li> <li>• No vaping posters and displays</li> <li>• Letter to be sent to parents</li> <li>• Educating pupils on the risk of “popcorn lung”</li> <li>• A pupil will be given 3 warnings in a day and then parents will be rung and if this continues over to the next day, a 2 day exclusion will be given</li> </ul>	2 day exclusion
Damaging property	<ul style="list-style-type: none"> <li>• Encourage pupils to tidy up their mess and clean up after themselves</li> <li>• Write a letter of apology to Andy</li> <li>• Charge for any damages – AH can advice of the cost or make it right by replacing the item. For example, a broken TV – a pupil could buy a new TV or get a second hand TV.</li> <li>• For superficial damage such as graffiti, a restorative approach should be taken by getting the pupil to clean off the graffiti.</li> </ul>	Actual damage will be a 2 day exclusion. A report to be made to the police if the insurance company will need to be involved.
Bringing drugs or alcohol into school.	<ul style="list-style-type: none"> <li>• This includes dealing drugs.</li> <li>• We have a duty of care for any pupils who come into school under the influence.</li> </ul>	2 days
Letting strangers into the building	<ul style="list-style-type: none"> <li>• Posters should be displayed on the door</li> <li>• This should be discussed with pupils during induction</li> <li>• Education pupils on the risks of strangers being in the building</li> </ul>	3 day exclusion
Bringing fireworks into school		4 day exclusion
Setting off fire extinguishers		4 day exclusion. Charge for replacing the fire extinguisher.
Arson		5 day exclusion

Barracking someone in a room	<ul style="list-style-type: none"> <li>• This includes moving furniture to barricade people in a room</li> <li>• A foot against the door is not barricading</li> </ul>	5 day exclusion
Serious assault		5 day exclusion Report any assaults to the police. *primary pupils have a separate policy
Bullying		See Bullying policy