

Positive Behaviour Policy

Purpose

Alder Bridge School is committed to ensuring that high standards of behaviour and respect contribute to a secure, safe and positive environment in which effective teaching and learning can take place. The school also aims to set out measures that will promote good behaviour, self-discipline and respect.

This policy demonstrates compliance with the Independent Schools Standards Regulations 2010 and the Education Act 1996 / 2002 / 2011 and the Equality Act 2010.

Scope

This document will inform all teaching staff and parents of the school's approach to managing pupils' behaviour and discipline and give guidelines to be followed in the implementation of this policy.

References

'Behaviour and discipline in schools' – DfE guide for head teachers and school staff.

'Ensuring good behaviour in schools' – DfE summary for head teachers, governing bodies, teachers etc Steiner Waldorf Schools Fellowship Code of Practice.

Education & Inspection Act 2006

Independent Schools Regulations 2010

Responsibilities

Teachers, parents, pupils and visitors – all those who work and learn together in the Alder Bridge community – have a responsibility for supporting good behaviour and respect within the community.

The following instructions/ procedures reflect the school's approach.

The College of Teachers, Education Manager and the Trustees Group hold responsibility for ensuring the school's practice is followed by teaching staff, and for ensuring that the school's practice follows the appropriate guidance.

Specific Instructions

1. Pupils

Pupils are expected to demonstrate, and strive to demonstrate, good behaviour that is appropriate to age and development, taking into account any social difficulties a child may experience due to SEND. Lower School pupils have a Code of Conduct which guides them to:

- Be **kind** to ourselves; to our friends, our fellow pupils, our staff, teachers and visitors; to our surroundings and the environment.
- Make sure that everything we do is **safe** for ourselves and for others.

2. Parents and/or Carers

In order to support their child/children in meeting the expectations of behaviour, parents are requested to:

- Communicate to the school any information about the pupil's home life which may have an impact on their learning or behaviour
- Maintain a constructive dialogue with the teachers about their child's development
- Attend parents evenings
- Meet teachers promptly when requested for purposes of discussion and review.
- Ensure pupils arrive promptly and on time for school in accordance with the Arrival and Collection policy.
- Assist pupils in their compliance with the Clothing Policy and consult with the school if they are having difficulties in this respect.
- Follow the school's policy on inclusion and equality.
- Understand that some children have different circumstances and needs; which may result in children being treated differently to achieve the same outcome.

3. Teachers and Staff

Our teaching staff recognise that the children are learning and growing in their understanding of socially appropriate behaviour (most children do experience social difficulties at some time in their development) and they strive to provide the right environment to support this learning. The teaching staff endeavour to be role models worthy of imitation, and there is consistency in the expectations of behaviour and in its management. To support positive learning the teachers encourage respect and care of self, others and the environment, tolerance towards all, and the development of self-control. The structure of the day's activities are organised to enable children's behaviour to be positive by providing a reassuring and secure rhythm with opportunities for free time. There is a code of conduct that the group as a whole understands and children usually help each other to respect these.

To support positive behaviour all staff working with pupils will:

- Create a safe, positive learning environment for all pupils including those with SEND
- Work with a curriculum that is developmentally appropriate, engaging and relevant
- Ensure that their conduct with pupils and with other adults is of the highest standard and sets an appropriate example
- Ensure that their relationship with pupils is developmentally appropriate, friendly and respectful
- Use resources and structure a lesson to take into account any SEND
- Use positive reinforcement to encourage positive behaviour
- Work with the child's temperament to encourage engagement
- Redirect a child's focus or activity where necessary
- Allow pupils to show that they can assume responsibility and develop their maturity
- Encourage pupils, where appropriate, to reflect on and resolve conflict between themselves.
- Offer the opportunity for individual guidance to pupils to develop, monitor and review behaviour and achievement
- Ensure that there is suitable and sufficient supervision of pupils at all times - the teacher on break duty is responsible for supervision until the classes have been passed on to their next teacher
- Communicate with colleagues when behaviour issues have been observed or dealt with, to ensure continuity of care
- Teach tolerance and understanding of difference

Teaching staff and other staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Possible consequences can include restorative action and/or reasonable sanctions such as detention; exclusion; and confiscation of property. The power to discipline applies to pupil behaviour in school, and outside school in certain circumstances. Corporal Punishment is in total contrast with our approach and is not permitted at Alder Bridge School.

The school's practice for upholding the policy has age-appropriate procedures for Kindergarten and for Lower School classes, and age-appropriate expectations of these pupils: It is also understood that some children will have to have the procedures amended to meet their individual developmental needs.

Kindergarten

Positive methods of guidance are used such as:

- Distraction, redirection of child's focus or activity.
- Gaining a child's attention with look, gesture or words to show that behaviour is unacceptable.
- Removing a child from the situation and engaging child in another (perhaps adult-led) activity. or taking them to one of the 'quiet' chairs until child has settled. Refer also to Policy for Physical Handling and Restraint.

If the behaviour continues an adult may take the child out of the room for a short period.

Lower School

To deal with incidents of pupils' misbehaviour teaching staff will:

- Speak firmly to pupils and remain calm – avoiding shouting, losing one's temper or using inappropriate language.
- Never hit, or throw anything at, a pupil. Only restrain a pupil if it is to prevent injury to the pupil, the teacher, or another pupil, or to prevent damage to property. Refer to the Policy for Physical handling and Restraint.
- Refrain from giving a consequence that cannot be carried out.
- Take the time needed to resolve incidents, ensuring that their class is appropriately supervised while they do so.
- Listen to explanations before making judgements. Be fair and consistent. Pupils may need to be given some time to calm down before they can reflect.
- Use the 1, 2, 3 method when appropriate. The steps do not always have to be followed in a linear order. Some incidents will require a Step 3 intervention in the first instance.
Step 1: verbal warning. Pupil asked to cease the behaviour. This may be reinforced by the use of pictorial means eg. Pegs/names on a picture/the blackboard
Step 2: the pupil is moved to another desk in the same classroom
Step 3: the pupil is sent to another class with work to be done. The pupil may remain there for a maximum time of one lesson.
In the playground, the 1,2,3 method is used as follows:
Step 1: verbal warning.
Step 2: the pupil is asked to sit on the bench to think about what they can do to improve their behaviour. The pupil is invited back to play when the teacher feels they are ready.
Step 3: if inappropriate behaviour continues the pupil will be sent inside to sit with another teacher until break time is over.
- Any incident which reaches Step 3 will be recorded in the Incident Book and parents will be informed
- A sanction or restorative action may be given

Restorative Actions and Sanctions

Restorative Actions and Sanctions aim to enable a pupil to make amends for any disruption or harm their behaviour may have caused, and encourage positive behaviour in future. They may include:

- Tasks of value to the wider school community
- Reduced freedom eg direct supervision of a teacher for a fixed time period
- Detention
- Exclusion from a school trip or other event
- Separation from a group

Patterns of inappropriate behaviour

Upon observing a pattern of inappropriate behaviour teachers will:

- Observe and record the behaviour in their daily notes
- Consult with colleagues on short term developmentally appropriate strategies
- Invite a colleague into the lesson to make detailed observations, or go and observe the child in another lesson
- Look for ways to change the learning environment which may support a change in the behaviour
- Look out for any opportunities for positive interaction with the child
- Bring the situation for discussion to the Lower School Teachers Meeting or the Kindergarten Meeting, to include the SENCo.
- Inform and consult with parents
- Consult with external professionals where appropriate
- Implement an Individual Behaviour Plan if agreed to be appropriate. Refer also to Exclusion Policy.
- Records of misbehaviour will be kept in the Pupil File

Serious Incidents

In responding to serious incidents which threaten the health and safety of others, teaching staff will:

- Act to ensure the immediate safety of all members of the school community

- Inform the Education Manager
- Inform the child's parents and arrange a meeting
- Determine sanctions which are age-appropriate, and preventative strategies to avoid a similar incident in future
- Implement an Individual Behaviour Plan if agreed to be appropriate. Refer also to Exclusion Policy
- Records of misbehaviour will be kept in the Pupil File

Dealing with incidents of misbehaviour outside of the school premises:

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises "to such an extent as is reasonable". The decision to discipline and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff.

Such circumstances can include misbehaviour when:

- taking part in any school-organised or school-related activity
- travelling to or from school
- in some way being identifiable as a pupil at the school

And at any time:

- when there could be repercussions for the orderly running of the school
- when a threat could be posed to another pupil or member of the public
- when behaviour could adversely affect the reputation of the school

Incident Books

A record of incidents involving incidents of inappropriate behaviour (not those considered 'minor'), accidents and injuries is kept by the teachers in the Lower School and Kindergarten Incident Books. Reports will include actions to be taken: for example sanctions imposed on pupils and information given to parents.

Reports will be discussed at the relevant teachers' meetings.

Detention:

Please see attached procedure

Searching and Confiscation of Items:

Please see attached procedure

Power to Use Reasonable Force:

Please see attached Policy on Physical Handling and Restraint

Exclusion

Please see attached policy on Exclusion

Further Reference

SEND Policy

Admissions Policy

Safeguarding Policy

Anti-Bullying Policy

Exclusion Policy

Policy on Physical Handling and Restraint

Procedures for: Detention

Procedures for Searching and Confiscation of Items

Lower School Code of Conduct

Approved By: Trustees

Next review date: April 2020