

# Alternative Provision Behaviour Statement June 2021



The Values and ethos of the Osborne Co-operative Academy Trust Alternative Provision is focused firmly on respect and valuing each other, in order to establish good relationships, positive behaviour and attitudes, in line with our Cooperative values, of equity, equality, solidarity, democracy, self-help and self-responsibility. Our personalised curriculum and alternative pedagogical approach reflect the value that we place on the individual.

Our aim is to enable pupils, who have been excluded, to access effective education successfully. Whilst working through a broad, creative curriculum they are enabled to address their behavioural issues, facilitating their re-integration into mainstream classes as quickly as possible. We devise and support an individual curriculum in addition to an individual behaviour plan to enable pupils to re-engage in the learning process, either in mainstream school or a specialist provision. This personalised approach supports children to regain confidence in themselves and a belief in their achievements. We aim to see improved attendance as children develop a better understanding of the consequences of their behaviour.

East Tilbury Primary Annexe makes a commitment to:

- Set clear expectations and firm boundaries agreed by pupils, parents/carers and staff. These are set out in the Home/School Agreement and Code of Conduct set by the Provisions during an initial meeting
- Work together for the best outcomes for the child both at school and home.
- Provide an effective learning environment in which everyone feels safe, valued and able to learn.
- Encourage good behaviour and respect for others and to prevent all forms of bullying.
- Provide and maintain adequate staffing levels that enable a personalised approach to safe learning
- Model the behaviour we are expecting of our pupils
- Develop and maintain staff competence and expertise which corresponds to the needs of the pupils.
- Identify situations which are known to trigger aggressive episodes and create opportunities to engage in meaningful activities that include opportunity for choice and a sense of achievement.
- Establish positive handling plans, including current information on risk assessment.
- Involve families, advocates and pupils to produce an individual, comprehensive plan of action and support when behaviours pose a significant risk to the child or others.

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- Recognise early stages of behavioural episodes and the deployment of effective defusion techniques to avoid escalation.
- Endorse the principles of effective risk assessment.

We say No to Bullying, whether verbal or physical; it has no place in our schools. We ask for all parent/carers and pupils to help us by immediately reporting any incidents so that they can be dealt with firmly and fairly, involving parents/carers where appropriate.

Review Date: July 2022