

FINBOROUGH SCHOOL
CHARACTER CENTRED POSITIVE BEHAVIOUR
POLICY

(Including statement of rewards and character
development approaches)

It is our aim to be a school where:

- Our community is a learning family, where we are trusted with the wonderful opportunity to support best academic progress and achievement irrevocably and equally coupled with the development of our children and young adult's strong positive characters.
- All members of our community are expected, encouraged and supported to follow the 'Finborough Way' as they develop amazing strong positive characters for life.
- We respect and value all members of the school community
- Encourage and reward high standards in all aspects of school life
- Are fair to all
- Punishment of any kind including corporal are not elements of our character centred positive approach in ALL areas of the school.
- Our Individualised and inclusive approach supports and encourages everyone to be the best version of themselves
- A perpetually positive, happy and inclusive atmosphere is fostered through all that we do
- We work in the closest possible partnership with parents to nurture our children to be the best versions of themselves

In a traditional behaviour policy, expectations are coupled with rewards and sanctions centred on the premise that children will be their best within a framework of constantly imposed boundaries.

We believe strongly that this historic model is outdated and does not focus adequately enough on the development of strong positive character for life, empowering perpetual high standards and success.

Character is the engine of high standards and success and our approach recognises this at all levels.

Children and young adults will enjoy great achievements and it is important these are celebrated, however to ensure 'better never stops' they also need to be equipped with the drive to always consider how they can develop further.

Our characters are shaped throughout our lives and they are at their most formative during the school years.

Children and young adults will at times not meet expectations and make poor choices, however we see this not as a licence to punish, rather an opportunity for support and growth.

Our character centred approach sets very high expectations derived collaboratively by the school family and set out in the Finborough Way, using 'Learnability', 'Sportability' and the 'Seven Habits' as key drivers.

Any situations of child on child abuse will always be treated with the highest level of priority, applying our character base approach rigorously with both victim and perpetrator.

Relentlessly prioritising the growth of strong positive character is the greatest gift we can give our children, it is undeniably the foundation of independence and interdependence for life.

At Finborough the lead professionals assigned to every individual student are their Class Teacher (Pre-Prep + Prep) and their Form Tutor (Senior + Sixth Form). The triangular relationship between Students, Class Teachers / Form Tutors and Parents is key to the positive development of the best possible character for learning and life.

Recognising Excellent Behaviour and Achievements

Relentless always justified praise and positive affirmatory feedback founded on mutual respect are the key tools we use at Finborough.

Our reward system is centered on the schools thriving House System. All students are in one of four houses:

- Athelstan
- Boudicca
- Edmund
- Raedwald

The universal school currency of reward is House Points, which have both individual and collective value.

In addition to House Points exemplary behaviour and achievements are recognised by Deputy Head Commendations and Headteachers Awards (special badge).

Rewards are recorded on the schools MIS (iSAMS) and are communicated with parents, and major achievements celebrated each week in the Finborough Flyer.

We recognise and reward excellent behaviour and achievements age appropriately across the school.

Celebrating and rewarding high standards, success to affirm and constantly build strong positive character

Across ALL areas of the school we use a standardised framework of celebration and reward, adapted to inspire children and young adults at different ages. Our consistent approach operates through the following stepwise levels:

- Perpetual powerful praise is a feature of everyday school life and is always balanced with insightful and inspirational developmental feedback to ensure 'better never stops'.
- House points are awarded for excellence in all areas of school life from academic learning to boarding and sport, particularly and explicitly recognising evidence of strong positive character. Accumulation of house points are celebrated for individuals with bronze, silver, gold and platinum certificates, whilst also adding to the cumulative house totals.
- 'Model' students who demonstrate consistently high standards and consistent adherence to the 'Finborough Way' across all facets of school life are recognised by being awarded 'Ambassador' status and are issued a badge to recognise this achievement.
- Outstanding achievements including exemplification of consistently very high standards are recognised with nomination for a Deputy Head Teacher's Commendation.
- The most exceptional achievements are celebrated by our highest ongoing reward, a Headteacher's Award. Students are presented with a special badge in Headteacher's Assembly to mark this highest level of achievement and their success is shared with the whole school family
- Each year students are recognised for a broad range of specific academic, sporting and character achievements at Prize Giving, which takes place at the conclusion of each school year.

ALL rewards and celebrations of success are recorded on ISAMs by the member of staff who has issued the award and are monitored weekly by Class Teachers / Form Tutors to ensure an ongoing deep knowledge of every individual tutees achievement and success.

Deputy Headteachers review the achievement of each year group and form every term, creating an Executive summary that identifies the strength and areas for further development of our character centred approach.

Parents are kept fully updated and involved in the celebration of every child and young adult's successes and achievements as part of a deeply united school family. Every level of recognition is designed to grow our students best possible character for life.

Action when students do not meet expectations of high standards in any aspect of school life.

Our first step when a student has fallen below expectations as set out in the 'Finborough Way' will always be centred on curiosity to understand what is preventing them from being the best version of themselves.

Whilst the expectation of the highest standards are explicitly set out in the 'Finborough Way' and through all we do at the school unlike most behaviour management approaches these are not coupled with a stepwise hierarchy of sanctions such as detentions.

At Finborough we relentlessly focus on developing character and in the inevitable situations where our students make mistakes our approach is to coach the development of their character to find a better way that forms a sustained positive development of their character.

In the vast majority of cases minor issues will be positively addressed by teachers and other staff who are trusted by students as a result of excellent relationships, founded on mutual trust and understanding. A positive change and way forward to ensure there is an immediate improvement will be agreed then monitored with success celebrated.

In situations where an issue is repeated or is having a significantly deleterious effect on the individual and those around them, a '**Character Concern**' will be recorded on ISAMs

When a '**Character Concern**' is recorded on ISAMs the Class Teacher / Form Tutor has the vitally important responsibility to intensively coach and support the individual to make a permanent change to their behaviour. '**Character Coaching**' is the central driver to lead students back to being their best and is approached unrelentingly.

Class Teacher / Form Tutor will apply their professional skills and tools including the Seven Habits, 'Learnability' and the 'Finborough Way' to devise an effective individualised '**Character Coaching**' plan and approach. This will be a positive and relentless process to support focused on the objective of meeting high expectations driven by a positive growth in character.

If a '**Character Concern**' is issued parents will always be spoken to and fully involved in the plan for improvement, including supportive actions and timescales and an appropriate review completed with a celebration of character development goals being achieved.

There will be an extensive range of character challenges in the vibrant journey our children take though the most formative years of their lives, we will always see these as opportunities for growth rather than punishment.

For example if a child is struggling with punctuality, their Class Teacher / Form Tutor will work with them in partnership with parents or boarding staff to understand the issue and implement an intensive plan built with daily tightly monitored expectations and coaching support to ensure a permanent character driven improvement.

Another example could be a student who is showing debilitating dependence on their phone. In this instance the Class Teacher / Form Tutor will work with them in partnership with parents or boarding staff to agree supportive remedying expectations, which will be closely monitored alongside character coaching to ensure a permanent and liberating improvement.

A further example could be a student having a persistent challenge with the timely completion of homework. In such a situation, the Class Teacher / Form Tutor will work with the individual, the teachers involved and parents to understand what is causing the problem

and implement a rigorous and closely monitored plan centred on 'Learnability' that will continue until all involved are fully confident that a permanent improvement has been achieved. The process will ensure that the student's character has been developed to achieve Gold or Platinum 'Learnability'.

Every situation, whatever it may entail will always be treated with the highest level of priority through a deeply individualised approach.

The character support plan will be documented in detail and recorded on ISAMS including copies of all communications and notes from meetings with parents. The Class Teacher / Form Tutor has full responsibility for ensuring this detailed record of support is completed.

Commissioning Character Development Support

The Class Teacher / Form Tutor will always remain the key lead professional in supporting one of their students. They may however request support and guidance from other colleagues including the Head of Boarding, Senior Teachers and Deputy Heads who will always be ready to advise and involve themselves or other support in an appropriate manner recognising that the Class / Lead Teacher remains the leader of the process and the direct contact with parents.

Deputy Head Teachers will closely monitor the approach taken in ALL issued 'Character Concerns' to ensure the highest level of consistent positive action by EVERY Class Teacher / Form Tutor. These professionals are rightly held rigorously and positively to account for having a deep knowledge of every tutee's character, including strengths and areas for improvement and be ready and fully capable to effectively respond to any 'Character Concerns' as set out.

Action in exceptionally rare cases of Very Serious negative behaviour or repeated inability to meet expectations of high standards in any aspect of school life.

On rare occasions where there is a situation of very extreme unacceptable behaviour or we do not see improved behaviour, character and alignment with the 'Finborough Way' following intensive and prolonged support and coaching from the Class / Lead Teacher aided by senior colleagues, the individual will be referred by a Deputy Head to the Headteacher.

The Deputy Head will provide a comprehensive collection of evidence and information to FULLY appraise the Headteacher of the situation to enable objective decision making in the best interest of the student involved.

The Headteacher will ALWAYS meet with the student and their parents fully supported by their Class Teacher / Form Tutor and Deputy Head to collaboratively consider the best action to ensure an immediate and sustained improvement in behaviour and permanent realignment with the 'Finborough Way'.

The Headteacher will work with all involved to co-design an appropriate high level support plan to enable a rapid and sustained improvement in behaviour and the development of character to ensure a permanent change.

On the very rare occasion that an isolation or fixed term exclusion is an appropriate step to break a cycle and arrest further negative behaviour, there will always follow a comprehensive reintegration meeting with the Headteacher involving the student, parents, Class / Lead Teacher and Deputy Headteacher, where a the **'Character Development Support Plan'** will be comprehensively updated and implemented with immediate effect and monitored and reviewed across an appropriate time scale.

The **'Character Development Plan'** will be monitored by Class / Lead Teachers supported by their Deputy Head who will update the Headteacher every week. When the Class / Lead Teacher consider based on evidence the required sustained improvement has been achieved and a character driven permanent change has occurred, they will arrange and lead a concluding meeting with the student, parents, Deputy Head and Headteacher to formally sign off the plan and celebrate their students character development success. The Class / Lead Teacher who always remain the lead professional at EVERY stage will ensure the **'Character Development Plan'**, review and related communications are all fully documented on ISAMs.

The whole process will be closely monitored by Deputy Heads and the Headteacher will be kept fully updated.

Permanent exclusion will only ever be considered as a last resort at the discretion of the Headteacher considering all factors and particularly the students ability to change their behaviour with the extensive array of character development support that is available at the school.

Governance

The Executive will be kept fully updated on the implementation of this character centred positive behaviour approach through weekly reports, which will focus on ongoing individual actions.

The progress of any 'Character Support Plans' that are required due to serious / persistently repeated behaviour issues will also be reported to the Executive including when the process has been completed.




The Headteacher will always inform the Executive if any isolations, fixed term exclusions or permanent exclusions are required, ensuring that a distance from the process is maintained to allow a fully objective review should a decision be challenged through stage 3 of the schools formal complaints procedure.

Character Development Conclusion

In conclusion the innovative approach set out in this policy is a deliberate departure from a traditional approach to discipline, designed to focus on the positive development of character to support our students to be the perpetually best versions of themselves, achieving the

highest standards in ALL aspects of their school lives and enjoying great positivity and happiness across the most formative years of their lives. It is our unrelenting aim that our children will emerge as adults with strong positive characters ready to meet all the challenges life presents and enjoy their greatest success.

Reason for Review/Amendments	Annual review
Date of next review	Annual review August 2024

Name	Position	Responsible for	Signature	Date
J Sinclair	Principal	Governance/ oversight		Aug 23
L Sinclair	HR Director	Recruitment/ Staff policies		Aug 23
S Clark	Headmaster	Document Control and Implementation (academic staff)		Aug 23