

Alder Brook Primary Partnership Centre

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BEHAVIOUR POLICY



Introduction

This policy supports our school vision that:

Alder Brook is a 21st century school that values every individual and strives to develop the whole child. Alder Brook provides a safe, nurturing environment for pupils with social and emotional needs whilst ensuring academic progress. We aim to provide a creative and exciting, inclusive curriculum that all our children enjoy, building their self confidence and ultimately provide every child with the necessary tools to become successful in the future.

Behaviour management is not a discrete, separate element of school life. All behaviours are communications, all in response to a feeling, experience or a stimulus. Behaviour is also an individual's personal response to their own perception and or interpretation of a situation or event. It is recognised that staff need to consider their own behaviour at all times as everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contribute to behaviour management.

Alder Brook is committed to promoting social inclusion by encouraging good appropriate behaviours, intervening promptly when problems occur, using appropriate behaviour management strategies where required, identifying underlying causes of inappropriate or challenging behaviour, and working with parents and other agencies to support and encourage good behaviour.

Aims

The aim of the policy is to ensure a consistent approach to the management of challenging behaviours and the teaching of alternative appropriate behaviours.

- To develop a Policy that is supported and implemented by the whole school community; parents and carers, teachers and children.
- To create an environment which encourages and reinforces good behaviour.

- To define acceptable standards of behaviour.
- To ensure that behaviour within the classroom facilitates the delivery of the school's curricular aims and the development of positive attitudes.
- To encourage consistency of response to both positive and negative behaviour.
- To ensure that every member of the school behaves with consideration and concern for others.
- To promote self-esteem, self-discipline and positive relationships between every member of the school.
- To ensure that the school's expectations and strategies are widely known and understood amongst all members of the school community.
- To develop within its pupils a sense of self-discipline and acceptance of responsibility for their own actions through the delivery of a social and emotional curriculum.
- To ensure that the school's expectations and strategies are widely known and understood

This policy should be read in conjunction with other school policies:

Restrictive physical intervention Policy

Code of Conduct

Safeguarding Policy

Equality Policy

Anti-Bullying Policy.

Objectives

As adults, we will aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understand of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

The children at Alder Brook will:

- Observe the high standards of behaviour of all adults working in the school or visiting Alder Brook
- Understand the need to move around the school safely and quietly
- Be considerate of the needs of other people
- Develop a sense of responsibility for their own behaviour
- Be given opportunities to contribute towards the drawing up of rules/codes of conduct for their own classes
- Be aware that good behaviour is appreciated and valued

Good discipline and standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as effective teaching and learning. We believe that a clear, shared understanding of the school's values is a pre-requisite for the effectiveness of this behaviour policy.

We aim to make Alder Brook a happy, friendly place where children are valued and nurtured and we do not expect the school environment to make unrealistic, unnecessary or petty demands upon them. However, in order to function as a supportive and orderly community, we encourage children to consider the health, safety and feelings of others. We emphasise the positive aspects of behaviour management.

We base our approach to behaviour management upon a range of rewards, which

are given regularly and publicly, as we believe that encouragement of desirable behaviour is the most effective and positive means of behaviour modification. Sanctions are also used where necessary and as appropriate to the child and the misbehaviour that has taken place.

Positive Reinforcement

Experience has taught us that children respond far better to praise than they do negativity. At Alder Brook we consistently use positive praise to encourage children. Points can be given for the smallest of tasks. Each class then tallies the points up at the end of every day and the child with the most points is awarded 10 ABs (which is explained below). Any pupil within 5 points of the winner is awarded 5 ABs.

We provide children constantly with the choice to make the correct choice. If a child is making the wrong choices they are informed of this and told that they have the CHOICE to make the right decision and what this looks like. When children have made the wrong choice they MUST be praised as soon as possible afterwards to show that the positive behaviour is preferred.

The word 'naughty' is never used in Alder Brook – the term inappropriate is used instead. We endeavour to disassociate the children from their inappropriate behaviour and stress that sometimes behaviour is not acceptable, NOT the child.

Rewards

As mentioned above, positive praise in the form of points can be awarded for the smallest of tasks to encourage children to behave appropriately in school. Each pupil is also working towards a weekly behaviour target, which should be discussed with individual children at regular intervals throughout the school day.

Here is an overview of the Alder Brooks (ABs) currently awarded to pupils:

ABs are awarded for...	Amount of ABs awarded...
Points winner for the day	10 ABs (5 ABs for pupils within 5 points of the winner)
Achieving the behaviour target	5 ABs
Receiving no consequences in a day	5 ABs
Homework given in	5 ABs for each completed piece of work
Star of the week	10 ABs
Attendance over a half term	100 ABs for 100% attendance, 50 ABs for 95-99.9%

A trolley is brought round school at a specific time each day and children are given the opportunity to spend their ABs. Here is an overview of how much items cost.

Item	Cost in ABs
Healthy Snack	50 ABs
Healthy Drink	50 ABs
Stationary	75 ABs
Reward (Small)	100 ABs
Reward (Large)	150 ABs
30 minutes Golden Time	200 ABs
60 minutes Golden Time	350 ABs
Golden trip ticket (one trip per half term)	500 ABs

£20 shop voucher	1000 ABs
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We acknowledge that our children respond differently to different rewards systems, so staff will use a range of strategies that reinforce individual children. Children are rewarded for their positive behaviour in a number of ways, including:

- Verbal, specific praise in a ratio of 6:1
- Certificates
- Stickers
- Reward charts
- Phone calls home
- Postcards home
- Golden time

Sanctions

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reminders are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive. Sanctions should not include humiliation, sarcasm or being forced physically to comply.

Damage to school property

As well as rewarding the children with ABs for making the right choices, we will also charge pupils ABs for any damage they cause to school property.

Item damaged	Charge for the damage
Small items costing up to £5	10 ABs
Medium items costing £5-20	20 ABs
Large items costing £10-£25	100 ABs
Extra Large items £25 or over	150 ABs
Repairs to school property involving outside contractors	200 ABs

The Behaviour System

Behaviour in the main is based on 9 school rules that have been designed to uphold the school core values for students and staff alike. The rules are grouped into low, medium and high and the consequence applied is in proportion to the level of rule broken.

As a school, we have agreed that any high levels behaviours must be logged by completing the significant incident form. This must then be handed to Gail Carey, who will log the incident in SIMs. It has been agreed between staff that class by class will record points, consequences and any low/medium behaviours using individual team systems.

Listen, don't interrupt	Be honest	Be gentle, don't hurt others
Try hard in everything I do	Respect adults and each other	Look after property
Help each other to learn	Accept everyone for who they are	Keep ourselves and other safe

Our School Rules

Inappropriate Behaviours

<p style="text-align: center;"><u>Low level behaviours</u></p> <ul style="list-style-type: none"> - Stopping myself or others from learning - Being disrespectful to staff or other children 	<p style="text-align: center;"><u>Medium level behaviours</u></p> <ul style="list-style-type: none"> - Hurting others, with my words or my actions - Damaging school property (a bill for the damage will be issued, paid through ABs) 	<p style="text-align: center;"><u>High level behaviours</u></p> <ul style="list-style-type: none"> - Putting myself or others in danger
<p style="text-align: center;"><u>Low level behaviours</u></p> <p>3 minutes off the next available break or lunch time break. Time should be spent reflecting on the behavior (may carry over one day)</p>	<p style="text-align: center;"><u>Medium level behaviours</u></p> <p>15 minutes/full break off the next available break or lunch time break. Time should be spent reflecting on the behavior (may carry over one day)</p>	<p style="text-align: center;"><u>High level behaviours</u></p> <p>Discuss individual cases and base consequences on severity of the pupil's actions from two full breaks, detention or exclusion.</p>

Consequences

Individual Behaviour Plans

All pupils at Alder Brook will need an Individual Behaviour Plan (see appendix) to target specific individual behaviours that the child is displaying. Each child's behaviour plan is reviewed at the end of each full term and next steps are discussed with staff. Class teachers then write a new plan that will either continue to address a target that hasn't been met or a new target is given. In addition to this, after the first incident of positive handling, staff will write a positive handling plan for each child and complete a risk assessment (see appendix).

Racist Abuse

Any incident of racism must be reported to our Families Worker, Gail Carey, who will record the incident in her incident book. The abuse will be discussed with both the victim and the instigator, and a sanction will be given. If there is a second incident by the same child, Gail Carey will inform the child's parents (and a consequence will be given to the child). If there is a third incident, the child will receive a fixed-term exclusion. All incidents are recorded in line with LA guidance and submitted accordingly to the Authority.

Restrictive physical intervention

Good relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the behaviour management strategies practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Please refer to school's restrictive physical intervention policy for more information on interventions used, staff training and details on how staff record incidents of restrictive physical intervention.

Alder Brook has adopted the Salford Safeguarding Children Board's policy '*Managing Challenging Behaviour - Minimisation of and Alternatives to the use of Restrictive Physical Practices in health, schools and children's social care settings*'

Reflection

Reflection is a system which is used as a positive means by which a pupil can be withdrawn from the classroom or other area where he/she is experiencing difficulties with a situation. Pupils at Alder Brook, who are put into reflection, complete the class work with a member of staff. Reflection is not a punishment: it is a means by which the teacher can continue to teach the rest of the children in the class and also give the pupil time and space to calm down and regain control.

Staff development and support

All staff are expected to attend relevant training which is organised by the Senior Leadership Team. In most cases behaviour management training will be whole school based to encourage discussion and share good practice.

Behaviour on the bus

Here is an overview of the consequences children will be given for inappropriate behaviours on our transport.

Low Level Behaviours
(Not following instructions)

WARNING given, reminder of appropriate behaviours then **3 minutes** off next break time (up to 15 minutes).

Medium Level Behaviours
(Making yourself or others unsafe, disrespectful to staff, not keeping my hands and feet to myself)

Full break (15 minutes)

High Level Behaviours
(Bullying, damage or attempted damage to the bus, physical aggression to staff)

1 day with a parent/adult on the transport
(If it happens again within 6 weeks)

2 day with parent/adult on the transport
(If it happens again within 6 weeks)

3 day with parent/adult on the transport.

In some serious cases a parent/adult will have to travel with the child permanently or receive a full ban from school transport.