

# Alfreton Park School



## Name of policy

Date	Review Date	Headteacher's Signature
September 2023	September 2024	J O'Donnell
Governors minute number:	23/15	

Chair of Governors: John Glasby

Headteacher: Josie O'Donnell

## Behaviour Principles

At Alfreton Park School, we focus on positive behaviour support using the philosophy of PROACT-SCIPr-uk®. We believe that all behaviours have a function and it is our responsibility to identify this.

We have written this in conjunction to the Policy Guidance for Positive Behaviour Support (Including Physical Interventions) to ensure that all staff are able to implement clear and consistent approaches to support pupils with their behaviour. By ensuring that all staff are consistent when supporting pupil, we can support them to self-manage their behaviour.

We have a strong focus on readiness to learn, ensuring that staff understand the importance of sensory regulation and implement sensory diets throughout the school day. We strongly believe that pupils need to be regulated in order to learn effectively. We aim to enable all young people to understand and value others, treating their peers and staff respectfully. Staff ensure that they treat each other and all pupils respectfully in order to embed this across school.

Staff model and nurture positive behaviours by having clear expectations and are astutely focussed on supporting pupils to learn to manage their own behaviours. Pupils are encouraged to make good choices and are given clear guidance about the consequences of the behaviours they choose.

We recognise that the cognitive understanding of many of our pupils may mean that they are unable to understand 'bullying'. However, in line with curriculum content we use this term to ensure consistency and develop awareness.

We have a school council and encourage pupils to experience a democratic society, and participate in debates. We believe that this plays an important role in helping young people to become insightful and more resilient. We are a happy and safe school that focusses heavily on wellbeing, ensuring that pupils are able to learn effectively.

We promote independence wherever possible.

Positive reinforcement of good behaviours is personalised for individual pupils and is underpinned by classroom reward systems where appropriate; these include wow certificates and star of the week awards.

Sanctions are used minimally and are individualised to suit the level of understanding of the pupils. Removal from the class is for the minimum amount of time necessary to allow pupils the time to calm and reflect on their behaviour. Strategies to reduce anxiety, communicate clearly and calming techniques are employed to support individual pupils as required.

We follow the Thrive® approach; this is embedded across school Thrive® promotes children's and young people's positive mental health by helping adults know how to

be and what to do in response to their differing and sometimes distressed behaviour. Our Thrive® practitioners hold discrete sessions for pupils to support their mental health and wellbeing, as well as embedding Thrive® sessions into classes.

We strongly discourage excessive use of physical interventions and insist that they may only be used when there is **no** alternative and in order to keep the young person, or others, safe. In extreme situations, physical interventions can be used to maintain order and prevent damage to property, but at all times there must be an assessment of risks and physical interventions must be proportionate to the risks. We understand that a physical intervention may be needed unexpectedly, if this happens, risk assessments and behaviour support plans must be produced immediately afterwards in order to keep pupils safe and consider alternative strategies.

School rules are clear and all members of the school community have high expectations of pupils' behaviour. Where appropriate, each class has their own set of rules that are created in line with the needs of the pupils.

All staff are trained and monitored through PROACT-SCRIPTr-uk® and must at all times work within the boundaries of this training.

Behaviour incidents are recorded on Iris and enable us to track patterns in triggers, antecedents, circumstances etc.

We work collaboratively with parents/carers and other agencies to ensure consistency in supporting good behaviour, including sending behaviour plans home to review and sharing general behaviour support training.

Please also see:

POLICY GUIDANCE FOR POSITIVE BEHAVIOUR SUPPORT (INCLUDING PHYSICAL INTERVENTIONS)