

Behaviour Policy



RIVERSIDE BRIDGE SCHOOL
'EXCELLENCE FOR ALL'



Ratified by Governors: 6th February 2018
To be reviewed: February 2019



Riverside Bridge School

BEHAVIOUR POLICY

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Scope of Policy:	This policy applies to all staff, students, governors and volunteers at Riverside Bridge School

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1.0 INTRODUCTION

1.1 The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a school ethos which promotes self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect, genuine caring, and trust. We do this by:

- valuing every pupil as an individual
- promoting positive self-esteem and self-advocacy

- communicating to pupils belief in their abilities and ambition for their highest possible achievement
- providing an environment which is disciplined, caring, safe and free from disruption, violence, bullying or any form of harassment
- promoting early intervention alongside fair and objective consideration of a pupil's problems and empathic, informed and effective management
- encouraging consistency in the application of the positive behaviour support required by individuals
- ensuring consequences are appropriate, effective and least restrictive relative to any behavioural difficulty
- promoting for individual pupils as much independence as possible to function in as normal an environment as possible
- ensuring interventions provide opportunities to learn or improve skills and manage and control their own behaviour
- encouraging positive relationships with parents and carers, using shared approaches to the implementation of the school's policy and associated procedures

2.0 POSITIVE BEHAVIOUR SUPPORT

- 2.1 Positive behaviour support provides the guiding philosophy for the work we undertake with our pupils, all of whom have special educational needs and disabilities. Passive, non-assertive behaviours as well as those perceived as 'problem' or challenging, can restrict a pupil's independence and learning. The basis for making ethical decisions about behaviour change strategies is informed by this philosophy.
- 2.2 Behaviour perceived as challenging in young people with special needs can often only be understood when recognised as functional, meaningful communicative acts, because they achieve important results for the individual. Underlying causative factors, such as pain or anxiety, may trigger challenging behaviour and we should look for messages in these behaviours.
- 2.3 The more respectful we are of the individual and the gentler and reflective we are in our approaches, the more responsive our pupils will be to our efforts to support their behaviour change.
- 2.4 Good behavioural support helps pupils to learn alternative, appropriate, useful responses and gives them greater control over their own lives. Furthermore, individual behaviour support plans must operate in the context of a curriculum that is itself rewarding and stimulating.
- 2.5 Without such an ethos behaviour support is likely to be coercive and ineffective. Our success in supporting pupil behaviour cannot be judged by the absence of problems, but by the way we deal with them.
- 2.6 Our goal is to help all our pupils:
- learn effective behaviours which will assist them in reaching their own personal and educational goals
 - learn to make personal choices by becoming responsible
 - minimise behaviours that put them and others at physical risk
 - minimise behaviours that could lead to restrictive, punitive, or physical interventions such as restraint or enforced compliance
- 2.7 We will ensure:
- staff develop the skills, knowledge and understanding to adopt our view of behaviour and implement the policy
 - staff and pupils have ownership of behaviour support plans
 - behaviour support initiatives emphasise reward for positive behaviours

- sanctions alone are not used as a means of managing a pupil's behaviour

3.0 VALUES

- 3.1 Values are learned through the manner in which staff and pupils behave towards each other. Staff will provide positive role models of behaviour in their dealings with pupils and other adults in order to instil positive behavioural values. Staff will strive to create a positive ethos by being well prepared, differentiating work and teaching methods towards pupil's needs, giving pupils constructive feedback and maintaining an attractive and tidy environment.
- 3.2 In all circumstances we need to treat staff and pupils with dignity and respect.

4.0 FOSTERING POSITIVE ATTITUDES

- 4.1 To achieve positive attitudes we will:
- reinforce pupil's self-esteem, good qualities and efforts through a pastoral and curricular structure
 - support pupils so that they are able to fulfil their social and academic potential
 - develop sensitivity and tolerance in personal relationships and the ability to get on well with other people in all walks of life
 - foster positive values and a constructive outlook towards themselves and others
 - develop self-awareness, self-respect and self-confidence
 - develop an understanding that through their efforts they can and will succeed
 - create and maintain a supportive environment which respects differences of race, gender or culture and fosters equality
 - give pupils, as they move through the school, more responsibility and more independence from immediate checks or supervision and convey the expectation that they will behave responsibly and be trusted to do so.

5.0 EQUAL OPPORTUNITIES

- 5.1 The staff and pupils will follow the School Code of Conduct.
- 5.2 We will implement reward systems to recognise and celebrate positive behaviours in all pupils.

6.0 PARTNERSHIP WITH PARENTS

- 6.1 Our aim is to work collaboratively with parents. Parents will be made fully aware of the school's expectations in respect to behaviour, codes of conduct and regulations. They will also have the opportunity to discuss and resolve problems faced by their child at school, freely and openly with relevant staff.
- 6.2 Parents must agree all individual behaviour support programmes. Where parents do not agree a behaviour support programme, the school will, if necessary, implement programmes where there are health and safety issues involved for the pupil his/her peers or staff.
- 6.3 Our aim will always be to establish an equal partnership between parents and staff in relation to all areas of a pupil's development thus enabling the children to gain maximum benefit from their school life.

7.0 SEEKING ADDITIONAL HELP (A structured referral system)

7.1 Where a pupil fails to respond to routine behavioural interventions, staff should communicate with other colleagues and senior members of staff who may be able to offer support in finding a resolution to the problems. In some circumstances, it will be necessary to complete an incident report such as when a pupil has been aggressive towards other people. These should be completed on the day of the incident and given to the designated member of the Senior Leadership Team on the day. This will enable the school to respond appropriately and to have a report which can be referred to in the event of parents contacting the school.

7.2 As the purpose of our policy is to empower staff it is important that the following lines of communication are followed:

Level 1	Who takes action?	What possible action could be taken?
Level one	Class teacher/tutor	<ul style="list-style-type: none"> • Assess why and when the behaviour took place so intervention strategies can be based on understanding as to what can be done to prevent future incidents • Identify possible prevention strategies • Identify settings and events that make the problem behaviour worse (e.g. diet, medical conditions, illness, sleep, fatigue or social conflicts) • Identify events that precede, trigger or occasion problem behaviour (e.g. task demands, instruction, peer/adult requests); • Identify outcomes that maintain problem behaviours (e.g. attention, escape / avoidance) • Teach new social, behavioural and communication skills • Neutralise or eliminate the conditions that trigger problem behaviours, make them worse or more likely • Enhance the learning options available or modify the teaching approach or adapt work • Introduce, modify or structure schedules • Support the pupil in difficult situations and safely manage crises if and when they occur • Offer a time or place for cooling off • Summon additional support if required • Increase the positive attention, public and private praise given • Reward aspects of behaviour that conform to expectations with rewards that will be relevant to the pupil such as a favoured activity, stars, written commendation, special mention to senior staff, letters home to parents or merits which can be exchanged for rewards from the reward scheme • Praise other pupils who model desired behaviour • Use gentle coaxing, jolly along, reasoning or calm, firm insistence • Remind the pupil of the school and class rules • Give pupils the opportunity to apologise • Reprimand the pupil privately • Listen and counsel • Giving pupil responsibilities • Build positive social understanding and behaviour during circle time

		<ul style="list-style-type: none"> • Complete an incident sheet
Level two	Phase Leader	<ul style="list-style-type: none"> • Give the pupil a 'report book' which can offer continuous feedback to the pupil / parents and staff • Arrange a meeting with parents and class teacher • Hold joint interviews with the pupil and their parents • Complete or evaluate incident sheet and send to Kim Cerri (Assistant Headteacher)
Level three	Assitant Headteacher	<ul style="list-style-type: none"> • Consult with the educational psychologist or external consultants • Undertake a risk assessment with team and write a behaviour support plan • Modify timetable • Co-ordinate interim review • Co-ordinate multi-professional planning meeting • Amend statement • Complete or evaluate incident sheet and give to Anna Hope (Head of School)
Level four	Headteacher	<ul style="list-style-type: none"> • Allocate additional resources to the class for a short-term period • Direct use of recovery room for a designated programme of support • Refer to CAMHS counsellor • Authorise fixed exclusion • Approach LA for a reassessment of special educational needs

8.0 COOLING OFF

- 8.1 Cooling off is a positive procedure whereby a pupil is given the opportunity to leave a situation they are finding over-stimulating and/or stressful in order to calm themselves.
- 8.2 The emphasis must be on teaching the pupil to recognise they need to leave a situation and to communicate that need in an appropriate way. Cooling off should be used as an opportunity to teach a pupil self-control and to manage their own behaviour.
- 8.3 Cooling off should not be used as a punishment. However, there may be times when a member of the class team feels that it is in the best interests of the whole class for the pupil to leave a situation for a short while. In these circumstances the pupil should be accompanied by an adult and escorted back.

9.0 REWARDS

- 9.1 We at Riverside Bridge School believe that it is important to focus on all the positive behaviours our pupils show. In any situation, it is of utmost importance to show emphasis on and reinforce all positive behaviours.
- 9.2 Positive behaviours and achievements are reinforced through rewards. All the pupils at Riverside Bridge School are seen as individuals and have individual needs. This means that we must ensure that the rewards that are given are appropriate to the pupil receiving it.

9.3 Rewards vary across the school and may include:

Immediate rewards:

- Praise – praising the pupil as soon as the good behaviour is seen through verbal feedback (“Well done!”) or gesture (high fives/thumbs up).
- Toys – allowing a child to play with their favourite toy or object as soon as the good behaviour is seen.

Reward charts

Some children may understand the concept of a reward chart. Pupils would be required to choose an activity or toy they are working towards at the beginning of the day and will have to earn a certain number of stars (depending on the child) to get that reward for a specified amount of time. What counts as ‘star-worthy’ behaviour is at the discretion of the class team. It could be something as small as sitting around the group table for some children. Also, reward charts can be personalised for the pupil such as using cars instead of stars because that is what they are interested in. Some children may also be able to self-reflect and say whether they think they have done enough to earn a star.

Star of the Week

Each week all teachers choose one pupil in their class who has done exceptionally well all week and these children are rewarded with the ‘Star of the Week’ reward. This involves the pupils getting recognition during assembly and receiving a certificate to be sent home to parents.

Responsibilities

Children who have been showing consistent positive behaviour could be given certain responsibilities around the classroom and the school. Depending on the pupil, this could include writing the date on the board, taking the dinner menu to the office, handing out resources or being a messenger.

Traffic Light System

Some higher functioning classes will be able to understand the traffic light system which is commonly used in mainstream schools. This involves having a wall display with red, yellow and green circles (some may have bronze, silver and gold in addition). All children will be on green at the start of the day and their names will move up or down depending on the behaviours they show. If the children move up to bronze, silver or gold, they will get a prize (possibly presented to them during assembly). If children go down to red, they will have to show positive behaviours to work their way back up to green.

10.0 SANCTIONS

- 10.1 In certain circumstances, it may be appropriate to use sanctions, but positive interventions should always be the first line of approach. Where it is felt appropriate to make use of a sanction, these should whenever possible, relate to the inappropriate behaviour such as re-doing a piece of work if they have ripped it up during lesson.
- 10.2 The pupil should be made fully aware of the nature and reason why a particular behaviour is inappropriate. Pupils should participate in outlining sanctions based on this understanding. Staff are empowered to be responsive when implementing minor sanctions and take responsibility for managing this level of behaviour support planning / intervention.
- 10.3 Sanctions that are given to pupils may include:

Immediate verbal sanctions

Telling a child that what they have done is not good as soon as the behaviour is seen. It is useful to tell or show the pupils what they should be doing instead.

Warnings

Some children could be given a verbal or visual warning if they are doing something they should not be doing and be told what would happen if they get to a third warning. If a child gets to the third

warning, it is up to the teacher to decide what the consequence will be such as writing an apology letter or waiting longer for a desired toy. The warnings could also be visually structured where the pupils can see the three warnings and what will happen if they continue.

Break Times

Higher functioning classes may have time taken off of their choose or break times if the teacher feels their behaviour is not showing what is expected of them, if they are misbehaving or not focusing on their work. This time should be used for the pupil to carry on with the activity.

10.4 When managing behaviour at Riverside Bridge School we will not humiliate, embarrass, shout, harass or blame, take our feelings out on the pupils, argue, frighten, invade personal space or use threatening body language such as pointing.

10.5 The following are prohibited sanctions and will not be used by staff at Riverside Bridge School to manage behaviour:

- Withholding sustenance or force-feeding
- Withholding of basic physical comforts such as warmth or appropriate clothing
- Inappropriate use of medication
- Use any unacceptable forms of physical intervention identified in our **Physical Intervention Policy** as follows:
 - any physical intervention designed to cause pain or injury
 - any form of corporal punishment, slapping, punching or kicking
 - holding by the neck, collar or otherwise restricting the ability to breathe
 - holding by the hair or an ear
 - twisting or forcing limbs against a joint
 - tripping up a pupil
 - holding an arm out at neck or head height to stop them
 - holding a pupil face down on the ground or sitting on them
 - shutting or locking a pupil in a room, except in extreme situations for short periods of time whilst help is obtained
 - force beyond what is needed to set a situation right, however aggrieved or cross a member of staff may be
 - seclusion where a pupil is forced to spend time alone against their will except for short periods of time in extreme situations whilst help is obtained
 - physical interventions used to achieve a search of clothing or property

11.0 SUPPORT / MANAGEMENT OF CHALLENGING PUPILS

11.1 Functional analysis of behaviour and the implementation of a behaviour support plan will be first step in any strategy to manage such pupils. A behaviour support plan becomes necessary when the pupil's behaviour results in the necessity for staff to physically intervene.

11.2 As with all pupils, the support of those whose behaviour is challenging should not be purely reactive. A support plan should inform staff how to prevent incidents from happening in addition to how to deal with behaviour after they have occurred.

12.0 PHYSICAL INTERVENTION

12.1 Staff should refer to the related policy '**Restrictive Physical Intervention**' for further guidance.

12.2 Strategies of physical intervention in the support of pupils with challenging behaviour should always be viewed as the final recourse.

- 12.3 Physical intervention is defined as the positive use of force in order to protect a person from harming themselves or others or causing substantial property damage.
- 12.4 In exceptional circumstances, staff may use physical intervention as part of a response to the pupil but only if its use has been agreed by the pupil's parents and by all other agencies involved. Staff must also have received training in accepted physical intervention techniques.

13.0 PHYSICAL INTERVENTION IN UNFORESEEN CIRCUMSTANCES

- 13.1 In the rare event of an emergency situation occurring where there is no agreed programme in place but physical intervention is needed, school staff will be expected to act in loco parentis.
- 13.2 Physical intervention in unforeseen circumstances may be required to establish control where a pupil has lost self-control and is engaged in a behaviour that is dangerous or damaging to himself/herself or others.
- 13.3 In such cases physical intervention must:
- be carried out sensitively
 - provide a safe and caring situation for the pupil
 - never be punitive
 - be carried out in a manner that preserves the dignity of the pupil
 - be recorded on the correct proforma
 - use restraint procedures in which staff have been trained and have approved by the school

14.0 TRAINING

- 14.1 As part of the support offered to staff that may need to manage challenging behaviour training will be available in line with the PROACT-SCIPr-UK[®]. The training offered will be:
- client/child centred
 - based on non-personal, non-judgemental and non-punitive strategies
 - a team approach
 - proactive rather than reactive
- 14.2 A limited number of staff will be trained using TeamTeach strategies for physical interventions. However, these strategies will only be used in extreme circumstances.

15.0 SUPPORT FOR STAFF

- 15.1 The success of behaviour support plans depends upon an ongoing and comprehensive support system for staff.
- 15.2 Senior members of staff will make themselves available to provide support for individuals or teams who have experienced a particularly challenging situation during the course of the day.
- 15.3 Staff must also support each other whenever difficult incidents occur. It is important that if a colleague encounters another who is managing a difficult situation an unobtrusive offer of help should be made.
- 15.4 As a rule it must always be respected that the person primarily involved in an incident is the "number one" and remains in control of the intervention until such time as he/she hands over the lead to another member of staff. It is therefore the responsibility of staff to recognise when to hand over a situation to a colleague. Being able to relinquish control will be seen as a strength and must never be viewed as a failure.

15.5 In conclusion we believe that staff will not implement this policy in isolation but within a school culture of consultation, teamwork and structured referral and a graded reward scheme.