

Behaviour Policy



RIVERSIDE BRIDGE SCHOOL

'EXCELLENCE FOR ALL'



Ratified by Governors: March 2020

To be reviewed: March 2021



BEHAVIOUR POLICY

Review Frequency: Annually

Date of ratification: March 2020

Date next review due: March 2021

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

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Introduction

Riverside Bridge school 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.

To achieve this school ethos we, the adults, agree that:

- All pupils are of equal value and must be respected and supported appropriately.
- All pupils can demonstrate measurable progress in their learning
- All pupils can learn to behave in an appropriate manner within their learning environment.

We will do this by:

- Valuing every pupil as an individual.
- Promoting positive self-esteem and self-advocacy.
- Communicating to pupils our 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 needs 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 to any behavioural difficulty.
- Promoting independence for all of our pupils and for them to function in a positive and individualised learning environment that is inclusive of all learning needs.
- Ensuring interventions provide opportunities to learn or improve skills and manage and control their own behaviour.
- Encouraging positive relationships with parents/ carers and shared approaches to the implementation of behaviour strategies.

Aims & Expectations

- Positive ethos and climate that supports ALL pupils is always demonstrated. We should plan what we do to fit the pupils' needs and not to try to fit the pupils into what we do.
- High expectations evident throughout school with behaviour well-managed.
- Behaviour is consistently managed with planned strategies. Regulation plans are in place for every pupil in order to reduce risks and guide pupils to the appropriate behaviour.
- All work within the school meets legal requirements.
- The environment and staff interactions, (e.g. tone of voice, body language used etc.) are carefully planned to reduce the need for the pupils' behaviour to escalate.
- Staff are able to demonstrate competency and manage the behaviour confidently
- All guidelines within this policy are consistently followed.

The role of the class teacher and Co-educators

All staff are to adopt high expectations of the pupils with regard to behaviour and they strive to ensure that all pupils work to the best of their ability. It is the responsibility of class staff to ensure that the aims and expectations of this policy are upheld in their classes.

The class teams are to work together to ensure that consistent and positive approaches are in place to support the pupils. Examples of this consistent approach are ensuring that individual Regulation Plans (accessible on their classroom door) are up to date and shared with parents and the logging of behaviour incidents.

Regulation Plans (Positive behaviour support).

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 'problematic' or 'challenging' can restrict a pupil's independence and progress.

Behaviour perceived as challenging in young people with special needs can often only be understood when recognised as functional, communicative acts, meaningful because they achieve important results for the individual. Underlying causative factors (such as pain or anxiety) may trigger challenging behaviour which is why it is vital that staff are always considering such factors.

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. Good behavioural support helps pupils to learn alternative, appropriate and useful responses and skills and gives them greater control over their own lives.

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.

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 positive choices by becoming responsible;
- minimise behaviours that put them and others at physical risk (and possibly emotional);
- minimise behaviours that could lead to restrictive, punitive, or physical interventions such as restraint or enforced compliance.

We will ensure:

- staff develop the skills, knowledge and understanding to adopt Riverside Bridge School's view of behaviour and implement this policy;
- staff, parents and pupils (where possible) have ownership of behaviour support plans;
- behaviour support initiatives emphasise reward for positive behaviours;
- sanctions alone are never used as a means of managing a pupil's behaviour.

At Riverside Bridge, each pupil will have their own pupil focused Regulation Plan which will follow them throughout their journey at school as a way in which to share behaviour strategies with all staff who may work with them. A regulation plan is split into 4 different levels of behaviour (see Levels of Behaviour) and clearly outline what the behaviours look like, what this means for the pupil (why might the pupil be displaying such behaviours) and what their staff should do in order to help support them.

The Regulation Plan is updated by the class team which allows for a functional analysis approach of the behaviours and for all staff to be involved in the implementation of the behaviour strategies and support.

The levels of behaviours (as explained below), is a whole school approach which supports staff when writing the individual regulation plans.

The behaviour logs are read each week by the Behaviour Lead, who will then rate the behaviours as either a level 2, 3 or 4. The pupils then begin the process of moving through the whole school behaviour protocol for behaviour intervention

Waves of Behaviour – Behaviour interventions

Within our school, we have developed a whole school protocol for behaviour that clearly identifies the different stages a pupil may transition through in terms of behaviour interventions. There are four different "waves of behaviour".

Baseline behaviour	Low Behaviour	High Level behaviour	Unacceptable Level Behaviour
<ul style="list-style-type: none"> ➤ Pupil is calm and content in school, during routine activities and small changes. ➤ Pupil is able to comply with structure and more complex instructions, (maybe communicated to them using visuals and objects of reference). ➤ Pupil is able to communicate my basic wants and needs by symbol exchange. ➤ I am able to engage in meaningful tasks in their free time. ➤ Pupil is able to complete work at their level and learn and progress 	<ul style="list-style-type: none"> ➤ Pupil may appear to be unsettled at times throughout the day. ➤ Pupil is able to follow routine requests from familiar adults across the day, with some support. ➤ Pupil is able to take part in everyday school routine but may need support and become unsettled. ➤ Pupil may be able to complete work at their level but with more support and time. ➤ Behaviours are less forceful and have no or low/risk of harm to self and others. 	<ul style="list-style-type: none"> ➤ Pupil may be in crisis-context and pupil dependant. ➤ Pupil may be in a heightened state of anxiety and may not be able to follow their simple routine and instructions throughout the day with much more support. ➤ Pupil will find it difficult to process requests and respond to verbal communication. ➤ The behaviours listed below may be as a result of anxiety or anger/frustration at this point. ➤ Behaviours are now more forceful with higher risk of harm to self and/or others. ➤ Behaviours believed to display intent to harm and/or damage equipment property. ➤ The use of Physical Intervention (by Team Teach trained staff only) may be needed. 	<ul style="list-style-type: none"> ➤ Pupil may be in crisis-context and pupil dependant. ➤ Pupil's behaviour has escalated to a level where others and/or they are at risk. ➤ Pupil is not likely to be able to communicate well (or at all) at this point. ➤ Behaviours are now more forceful with higher risk of harm to self and/or others. ➤ Behaviours believed to display intent to harm and/or damage equipment property. ➤ The use of Physical Intervention (by Team Teach trained staff only) may be needed.

Levels of behaviour at wave 1:

- *Pupils who appear on the behaviour logs with 2 – 10 behaviours per week.*
- *These behaviours will be low level behaviours, with only the occasional high level of behaviour.*
- *If a pupil's behaviour logs, escalate to more than 10 logs per week, (or there is an increase in the amount of high and/or unacceptable) pupils will be promoted to wave 2.*
 - Quality First Teaching – Class level interventions.
 - Structured Teaching Gateways Proactive Management.
 - Class team to record challenging behaviour through Behaviour Log.
 - Parents/Carers continually updated where necessary.

The class team then log any behaviours incidents above baseline (1) behaviours and the input from Behaviour Lead (blue arrows) begin then followed by further multi-agency input (orange arrows):



Levels of behaviour at wave 2:

- *Pupils who appear on the behaviour logs with above 10 behaviours per week.*
- *These behaviours will be high level behaviours, with the perhaps some displays of unacceptable behaviours.*
- *The amount of high levels of behaviour will be followed up weekly, to ensure safety and learning of others is not at a detrimental compromise.*
- *If a pupil's behaviour logs, continue to escalate and more frequently hit a high level of behaviour, pupils will be discussed with Head teacher and core SLT.*

Within the class:

- Class team to continue to record challenging behaviour through Behaviour Log system.
- Further actions put in place for pupils and/or class team to be followed up by Behaviour lead and fed back to Phase leaders at Whole SLT meeting.
- Parents/guardians to be informed of further actions concerning their child. E.g. sensory input routine provided for parents/guardians to implement at home.
 - Add any new behaviours to the pupils' behaviour plan as and when required.

The class team then log any behaviours incidents above baseline (1) behaviours and the input from Behaviour Lead (blue arrows) begin then followed by further multi-agency input (orange arrows):

R.A.G rates level of behaviour (Staff to give more details were necessary).

Analysis of correlation between use of chill out room, physical intervention, behaviour log and behaviour plan.

Reviews existing behaviour plan. If new behaviour- on the reoccurrence, class team to create or amend behaviour plan.

Pupil concerns, class concerns, logging concerns- all raised first at weekly behaviour team meetings.

Behaviour "drop ins" with behaviour lead and Phase Leader/AHT to trigger a class action plan. For example, class action plan to restructure the classroom.

S.A.L.T requested (at weekly behaviour meeting) to complete a functional assessment on sensory input and/or communication. An action plan to have S.I and more/different levels of communication in place.

Observation triggered. Behaviour lead to go in to class and observe pupil. For support offered such as social stories, weekly tracker, visual timers, "working for reward charts", seating plans, "now and next" schedule.

Core SLT to consider new approaches- referrals to Ed.Psych and/or CAMHS for example.

Consideration of applying for 1:1 staff allocation or placement in the key working room.

Levels of behaviour at wave 3:

- Pupils place at a wave 3 are our pupils who are working within our key working room and our 1:1 pupils.
- Pupils display a mostly high and unacceptable levels of behaviour.
- Pupils have been moved to Wave 3 with the extra support due to ensure safety of pupils and staff.
- Pupils have also been moved to a wave 3 to ensure learning for others is not compromised and to help provide a safe environment where learning is optimal for them as individuals.

Within the class:

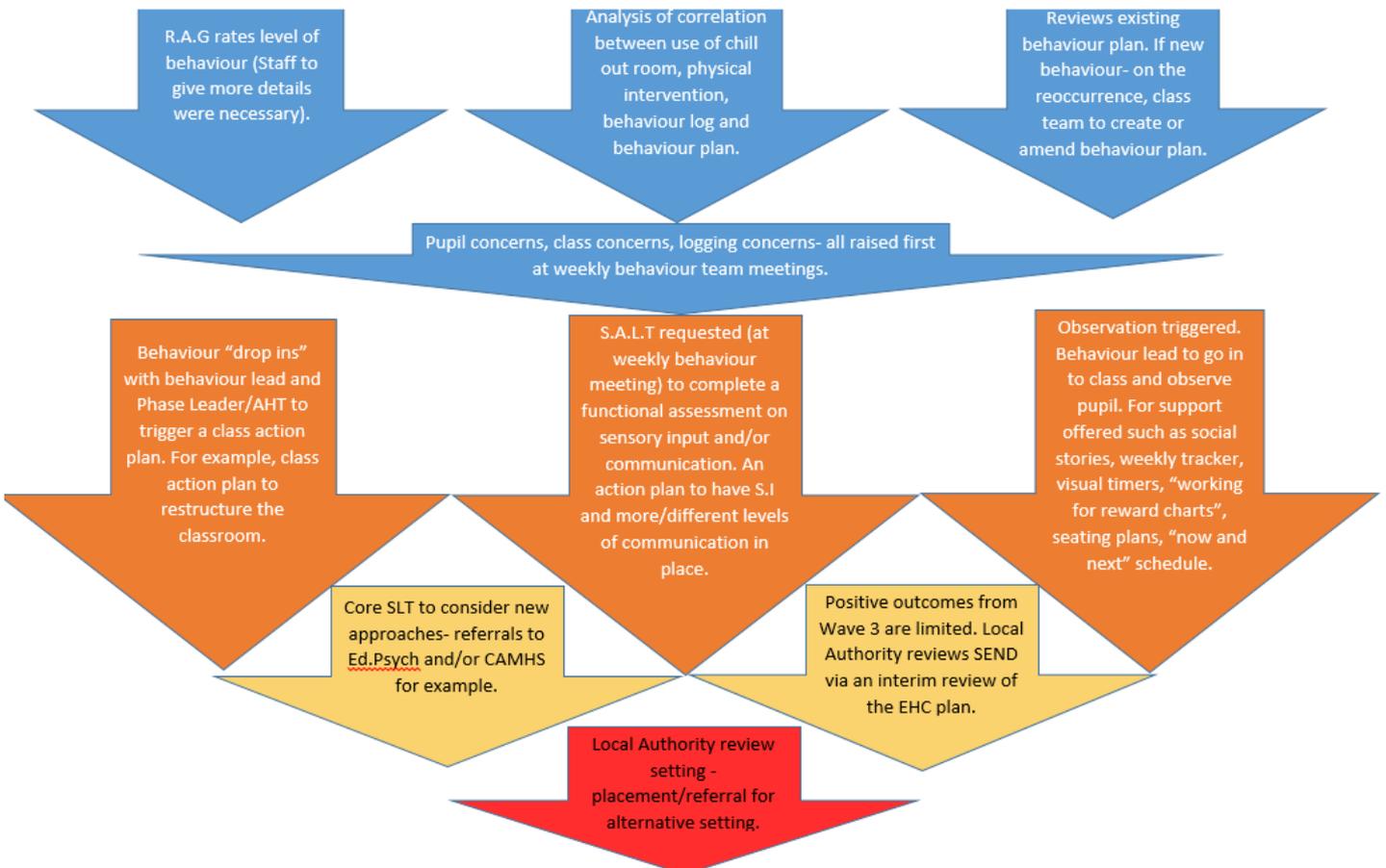
Key-working Room:

- Class team to continue to record challenging behaviour through Behaviour Log system.
- Lead teacher with 1:1 teaching style.
- Ratio of staff to pupils is greater to ensure sufficient support to help re-teach class routine e.g. use of schedules, structured choose and work stations.
- Individual learning pods, in class toilets, chill out room and outside area in place in order to eliminate/minimise transition around the school.

1:1 Allocated pupils:

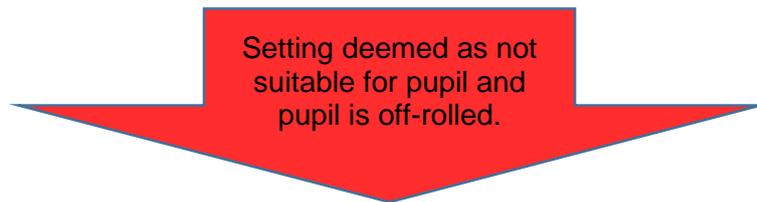
- Pupils have an assigned member of their class team to work 1:1 with them throughout their whole day.
- Enables pupil and peers to receive quality first teaching.

The class team then log any behaviours incidents above baseline (1) behaviours and the input from Behaviour Lead (blue arrows) begin then followed by further multi-agency input (orange arrows):



Pupils at wave 4:

- Pupils are relocated to alternative provision.
- School in touch with alternative provision for updates.
- Local Authority review setting when/if ready for phased return to school.



The purpose of this consistent approach is to identify concerns and triggers and develop targets and strategies that lead to positive behaviour. The expectation is that parents/carers are also involved in this where appropriate.

Logging and tracking behaviours

Sleuth is an electronic behaviour tracking system which records and analyses behaviour. Riverside Bridge School believes that behaviour tracking is key to successful behaviour management and intervention. All challenging behaviours in the school will be subject to multi-disciplinary intervention pathways and this process starts with the weekly analysis of the behaviour logs, that all staff have the responsibility of logging on Sleuth. All staff are able to log behaviours and pull their pupil's data in order to pro-actively support behaviour. For example, staff are able to look for patterns or spikes in their behaviour which may result in a implementing a simple strategy to help reduce the behaviours.

Cooling off period

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.

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.

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.

Fostering positive attitudes

To achieve positive attitudes we will:

- reinforce pupils' 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 pupils' understanding that through their efforts they can and will succeed;
- create and maintain a supportive school environment which respects differences of race, sex and culture and fosters equality;

Rewards

Riverside Bridge School believe that it is of utmost importance to show emphasis on and reinforce all positive behaviours. Positive behaviours and achievements are reinforced through rewards. All pupils at Riverside Bridge School are seen as individuals and have individual needs and this means that we must ensure that the rewards that are given are appropriate to the pupil receiving it.

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 a toy that they are working towards at the beginning of the day, and will have to earn a certain number of tokens (depending on the pupil) to get that reward for a specified amount of time. What counts as ‘token-worthy’ behaviour is up to the class team. It could be something as small as sitting around the group table for some children. Reward charts are personalised for each pupil (e.g. using cars as tokens instead of stars because that is what they are interested in). Some pupils may also be able to self-reflect and say whether they think they have done enough to earn a token.

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 are 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, being a messenger, etc.

Sanctions

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.

The pupil should be made fully aware of the nature and reason why a particular behaviour is inappropriate. Staff are empowered to be responsive when implementing minor sanctions and to take responsibility for managing this level of behaviour support planning/intervention.

Sanctions that are given to pupils may include:

Immediate verbal sanctions

Telling a pupil 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. These sanctions should only be used where there has been risk involved with the behaviour.

Positive reinforcement

Positive reinforcement is generally the most effective behaviour management strategy in dealing with challenging behaviours of pupils with autism. It can also be used to help pupils with autism to learn new behaviours, from life skills through to alternatives to repetitive behaviours. Positive reinforcement is an incentive given to a pupil who complies with some request for behaviour change. The aim is to increase the chances the pupil will respond with the changed behaviour. Positive

reinforcement is given immediately after the desired behaviour has occurred so that it will shape the pupil's future behaviour.

Warnings

Some pupils could be given warnings if they are doing something they should not be doing and be told what would happen if their behaviour continues. This warning system will only be put in place for pupils who are able to understand this process of sanction. The warnings should also be visually structured where the pupils can see the how many warnings they have; how many before a sanction is implemented; and what will happen if they continue.

Break Times

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

When managing behaviour at Riverside Bridge School we will not:

- humiliate
- embarrass
- shout
- harass and blame
- take our feelings out on the pupils
- argue
- frighten
- stand too close
- point at

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

- withholding sustenance and force-feeding.
- withholding of basic physical comforts such as warmth and 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 or 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.

Fixed term and Permanent Exclusions

The leadership team supports the staff by implementing the policy and setting the standards of behaviour.

Exclusion is used as a very last resort. The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils.

'Statutory guidance to head teachers on the exclusion of pupils with statements of SEN and looked after children

22. As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with statements of special educational needs (SEN) and looked after children. Head teachers should, as far as possible, avoid excluding permanently any pupil with a statement of SEN or a looked after child.

23. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked-after children, schools should co-operate proactively with foster carers or children's home workers and the local authority that looks after the child. 24. Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with a statement of SEN or a looked after child it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has a statement of SEN, schools should consider requesting an early annual review or interim / emergency review.'

School exclusion - Publications - GOV.UK

<https://www.gov.uk/government/publications/school-exclusion>

Our response to bullying:

Riverside Bridge School has a 0% tolerance to bullying. Whilst it can be said that some pupils may not understand what is meant by the term bullying, it is accepted that some pupils are potentially capable of bullying. It is the responsibility of all staff to act quickly and appropriately in the event of bullying. The behaviour lead is to be notified instantly and a conversation with all pupils involved is required by the end of the day (where possible) followed by a phone call to all parents. Pupils are to be given protected time away from class to express their understanding and knowledge of what bullying is and learn more about this.

Such things as deterioration of work, spurious illness, isolation, the desire to remain with adults and reluctance to come to school may be symptomatic of other problems but may also be early signs of bullying.

Staff will positively promote a no-bullying approach through:

- Logging all behaviours via Sleuth and identifying any patterns of targeting.
- Notify the behaviour lead of bullying as soon as this has occurred with urgency
- Being punctual for lessons and duties around the school;
- Promoting self-discipline and good behaviour e.g. using praise to "catch potential bullies doing things right", reinstating favoured activities as a pupil makes progress;
- Praising co-operative and non-confrontational behaviour;
- Responding to and following up all incidents consistently;
- Offering the victim immediate support and dealing with the bully by instigating relationship repair plan (where possible);

- Ensuring that all repeated or serious incidents of bullying are reported to the Head Teacher and all injuries are reported to the Head Teacher through the Accident/Injury/ Incident forms if not also directly;
- Helping both the victims of bullying and the bullies themselves raise their self-esteem through activities that are designed to improve their standing;
- Discussing bullying in PSHE sessions, where group discussion is possible;
- Promoting relationships and opportunities for pupils to share concerns with adults.

PHYSICAL INTERVENTION

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

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

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.

In circumstances where the need for physical intervention is necessary, reasonable and proportionate, Team Teach trained staff may use physical intervention as part of a response to the pupil.

PHYSICAL INTERVENTION IN UNFORESEEN CIRCUMSTANCES

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.

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.

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
- a restraint procedures in which staff have been trained and are approved by the school.

Training for staff

All staff are trained using TeamTeach strategies for physical interventions. Staff also receive weekly workshops on behaviour in order to develop behaviour strategies as a school and ensure there is a consistent approach for our pupils.

Support for staff

The success of regulation plans depends upon an ongoing and comprehensive support system for staff.

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. Staff to be advised on how to hold a team meeting at the end of the day, including all staff involved in order to discuss, reflect and devise strategies.

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. Riverside Bridge School have a "help script" to assist staff during this scenario.

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.

PARTNERSHIP WITH PARENTS

Our aim is to work collaboratively with parents. Parents will be made fully aware of the school's expectations in respect of behaviour, codes of conduct and regulations, and have the opportunity to discuss and resolve problems faced by their child at school, freely and openly with relevant staff.

Regulation plans are shared with all parent/guardians and are sent home to be signed to say they have been received and read. Where parents do not agree with a behaviour regulation plan, the class team will arrange a meeting to discuss the plan with parents and amend where appropriate with the support of the behaviour lead (when needed).

Our aim will always be to establish an equal partnership between parents and staff in relation to all areas of pupils' development thus enabling our pupils to gain maximum benefit from their school life.