



BEHAVIOUR POLICY

Date approved:	<i>Draft for approval</i>
Review Frequency:	Every three years
Date next review due:	March 2021
Scope of Policy:	This policy applies to all staff and students at Riverside School

1.0 Principles

The Board of Governors believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- promoting good behaviour and discipline
- promoting self-esteem and self-discipline
- promoting proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging positive relationships with parents and carers

2.0 Roles and Responsibilities

- The Board of Governors in consultation with the Headteacher, staff and parents will keep the policy for the promotion of good behaviour under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that expectations are clear.
- The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- The Board of Governors, Headteacher and staff will seek to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also endeavour to ensure that the concerns of students are listened to and appropriately addressed

- Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- In line with the school's ethos, students themselves are given a stake in reviewing and monitoring the behaviour policy of the school. Students, in partnership with staff, parents and Governors, help to develop the system of school rules, sanctions and rewards and refine the Code of Conduct.

3.0 Support Systems

3.1 High Expectations

Riverside School sets the highest expectations of behaviour.

It is made clear to students and their parents that the school is focussed relentlessly on achieving outstanding academic success, with each child fulfilling their potential, and that if this is to be achieved there is no place or time for disruptive behaviour, or negative attitudes to learning.

From day one, the school expects students to see themselves as partners in learning with the staff, rather than in any form of confrontational relationship.

All students and their parents/carers are expected to sign a Home-School Agreement, outlining the expected behaviour for our school. This is to be maintained on school trips and when travelling between home and school.

3.2 Positive Attitude to Learning

In order to nurture and develop a positive attitude to learning and ensure the absence of negative behaviours the school:

- Provides, through the banding system, a differentiated curriculum which is appropriate to each child's aptitudes and abilities, therefore maximising the likelihood that each child will feel appropriately provided for, challenged and supported.
- Supports students in the Supported and Inclusive S-band – approx. 10% of each cohort – to develop their emotional and social skills through a structured programme delivered as part of their Literacy Focus Group lessons, taught by one teacher for a significant proportion of their week to give these students stability and a key adult to relate to.

- Supports students in the Mixed Academic/Vocational E-band – approx. 15% of each cohort – progress academically by providing an accessible and engaging curriculum which prepares them to continue academic or vocational studies in further education.
- Supports students in the eBacc RIV-band – approx. 75% of each cohort – by providing a rigorous, traditional, academic curriculum which ensures these students are able to achieve the eBacc and prepares them for continued studying in further and higher education.
- Insists upon the highest standards of classroom teaching, so that students feel motivated and engaged in lessons.
- Through the provision of an effective pastoral system, based on Year Groups, Heads of Years and Form Tutors and with the support of learning mentors and external agencies, provides every student with the individual support, challenge and mentoring needed to maintain positive attitudes to learning.
- Fully involves students themselves in the life of their school, through an effective School Council and student House Captains so that students see their education as a joint endeavour with the staff of the school.
- Sets out clear, simple expectations for classroom behaviour, which ensure that no lessons are disrupted by inappropriate behaviour, even of a very low level nature.
- Establishes close relationships with parents as key partners in maintaining positive attitudes to learning.
- Has a high-status, high-profile school uniform, including a traditional blazer in a distinctive colour, and insists upon all students wearing the uniform correctly at all times, in order to foster a sense of community, identity and professionalism.
- Bases a School Police Liaison Officer (as with all schools in the LA) at the school to offer advice and support to students and parents and assist with maintaining the security of the site.
- Ensures that all forms of bullying are not tolerated and are effectively dealt with by using a range of the sanctions listed above and the implementation of positive interventions such as peer mediation to achieve understanding and prevent re-offending.

3.3 Praise and Rewards

The school has set up a structured reward system focused on academic progress and rewards students who have demonstrated a positive approach to learning.

When a student demonstrates a positive approach to learning and/or a co-operative attitude in their conduct or has excelled or made efforts in a particular activity, they are rewarded and verbally praised, giving them recognition in front of their peers.

Examples of incentives and rewards to acknowledge positive behaviour, attitude and attendance:

- Positive behaviour points on ClassCharts
- Group privileges to reward individual form groups or houses for group successes
- Postcards home to parents
- Headteacher awards for academic achievement
- Roll call of merit in Year and House assemblies and tutor groups
- Displays of photographs of teams, groups and individuals representing the school in a range of activities.
- 100% attendance certificates awarded each term

- Badges to be awarded denoting good behaviour, attendance and achievement
- Reward trips for top attendance and academic progress and exemplary behaviour
- Honours boards in prominent places in the school to show student success in various fields
- Prizes awarded in annual award ceremonies

3.4 Silent Transitions

We expect our students to arrive to lessons on time and ready to begin learning. To aid them in this, and to ensure movement around the site is safe and orderly, we operate silent transitions between lessons. At these times, signalled by a buzzer, we expect students to:

- Move with pace and purpose to their next lesson via the most direct route
- Walk single-file on the left in corridors and on the stairs
- Walk in silence during transitions
- Be polite and courteous when navigating the site
- Follow all instructions first time

Students who do not meet these expectations will be issued with a detention.

3.5 Warnings

Students who disrupt their own learning, or the learning of others are twice notified that their behaviour does not meet the school's expectations and given the opportunity to correct their behaviour before being removed from a lesson:

- 1st warning
- 2nd warning
- Relocation

Warnings should be clear and allow time for the student to correct e.g. "Mary, that's your first warning. You were talking whilst I was speaking."

The warning system is for low-level high-frequency behaviour which includes, but is not limited to:

- Talking over a teacher or after a countdown
- Talking off-topic
- Rudeness
- Refusing to work
- Disturbing other students
- Interrupting

4.0 Sanctions

Purposes for Sanctions:

- For students to realise their role in the learning partnership
- To deter students from continuing to display negative behaviours
- To provide a secure learning environment
- To encourage personal development in order to function as a civilised member of society
- For students to accept responsibility for their own behaviour

4.1 Relocation Procedure

We believe that all students have the right to learn in an environment free from distractions and disruption. In order to provide this, we expect 100% compliance from all students when an instruction is given and staff will not tolerate disruption in lessons.

After receiving two warnings in a lesson, further disruption will result in a student being relocated and directed to leave the classroom.

More serious behaviours will result in a student being sent immediately to the relocation room. Examples include but are not limited to:

- Fighting
- Abusive or offensive language
- Dangerous or violent behaviour
- Highly disruptive behaviour

When relocating, staff will send the student to the relocation room and immediately log the relocation on the ClassCharts platform which will automatically issue a detention. A member of staff in the relocation room will then be notified and will expect them to arrive shortly.

The student will spend the remainder of the lesson in the relocation room copying the Code of Conduct.

If a student is relocated twice in a day, the 2nd relocation is upscaled to a one-day internal exclusion and they remain in the relocation room until 4pm.

The recording of relocations on ClassCharts allows them to be monitored by staff and also shared with parents via the ClassCharts app.

4.2 Detention Procedures

All detentions are centralised and always take place on the same day after school for one hour. Students will spend the time in detention writing out the Code of Conduct or completing work.

Detentions can be set by staff for:

- Being late to school
- Being late to lesson

- Not completing homework
- Not having the correct equipment or uniform
- Non-compliance during transitions
- Mobile phone visible or audible
- Inappropriate behaviour around the school
- Inappropriate behaviour outside school.

Following the issuing of DfE guidance 'Behaviour and discipline in schools' (January 2016), neither parental consent nor prior notice are required for detentions, but by using the ClassCharts platform parents are able to receive up-to-date notifications on student detentions.

Parents who do not have access to a smartphone or internet connection should notify the school reception who will endeavour to notify them of future detentions by telephone.

Information on students who fail to attend relocation detention will be passed to the Head of Year to follow up. Information on students who misbehave or disrupt a detention will also be passed to the Head of Year to follow up.

5.0 Banned items:

The following items are banned from the school premises and on school visits:

- Mobile phones
- MP3 players or headphones that are visible
- Hooded Sweatshirts
- Weapons –objects or substances that could be used with the intention of harming another person
- Alcohol and/or Drugs
- Fireworks
- Cigarettes and/or smoking materials including e-cigarettes
- Stink bombs and water bombs
- Lighters and matches
- Jewellery (except watches)
- Chewing gum

Bringing these items onto the school premises will result in immediate confiscation and may lead to a sanction depending on the nature of the item.

6.0 Serious Incidents

Serious incidents should be dealt with as quickly as possible. Any incident involving physical aggression or serious verbal abuse (e.g. swearing, sexist or racist abuse) to a member of staff must be reported to a member of SLT immediately in addition to taking whatever immediate action seems appropriate. Serious incidents including racist comments will be logged.

Persistent or serious infractions of the School Behaviour Policy may result in students/parents/carers being requested to appear before the appropriate Governing Board Committee.

All members of staff witnessing a serious incident should make a written report as quickly as possible and send it to the person dealing with the incident or if that is not known to a member of SLT

No teacher may send a student home for disciplinary reasons without the permission of the Headteacher or a Deputy Headteacher.

Corporal punishment is prohibited

7.0 Alternatives to exclusion

The school recognises that exclusion from school is a serious matter, particularly in an area where many students have already experienced significant disadvantage in their lives. We avoid excluding students where possible and try to achieve the correct balance between the needs of the student and the needs of the school community.

The following alternatives to exclusion are used by the school:

- One day Internal Exclusion – This takes place in school in a designated venue. Students work in that venue all day until 4pm and are supervised by a member of support staff. Only SLT and Heads of Year can set a one day Internal Exclusion.
- Fixed-term Internal Exclusion – This can be between 2-4 days and takes place in school in the Learning Support Centre where specialist support is given individually or in small groups and students are provided with additional interventions to support their behaviour and learning needs. It is also a place where students with particular needs may be re-integrated into the school. Only SLT can set a fixed-term Internal Exclusion.
- Off-site Respite – students who are at serious risk of exclusion and for whom the full range of interventions may not have been effective will spend a period of time, typically between one and four weeks, at Respite. This is an off-site provision. Students return from this provision to a supported approach to mainstream lessons.
- Managed Transfer – Riverside participates in the managed transfer process in Barking and Dagenham which involves students transferring to another LBBB school on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the school. The school also receives students under this scheme and has successfully integrated many students on this basis.
- Alternative Provision – when a student is at serious risk of exclusion or consistently failing to engage with the Academy, alternative provision is considered. This may be in the form of an alternative education provider or a college placement. This may be a flexible part-time provision or a full-time one depending on the needs of the student. Where possible, this will be done with the support of parents, but under the DFE Alternative Provision Guidance 2013, the Academy may send a student without parental agreement,

where it is in the best interests of the student.

8.0 Exclusions (for further details see Exclusions Policy)

Sparing use will be made of short fixed-term exclusions for serious breaches of school discipline such as participating in a fight or refusal to accept authority. Fixed term exclusions of up to 5 days will take place at the student's home, with work provided by the school. Riverside School buys into the support services of Mayesbrook School, the Local Authority's Student Referral Unit for cases of fixed-term exclusions over 5 days, when students will attend the Referral Unit.

The school expects not to use permanent exclusion, except in the unlikely event of an unexpected, exceptional and one-off serious incident or repeated refusal to accept the authority of the school.

There are two categories of exclusion:

- Fixed-term Exclusion – Only the Headteacher can set a Fixed-term Exclusion. Ratification of these exclusions has to be done by the Governing Board if in excess of 15 days per student per term. If the exclusion is for 5 days or more the student will attend the Local Authority's Student Referral Unit from day 6.
- Permanent Exclusion – This is when the Headteacher has made a decision that a student may not return to school. This decision is only taken in response to 'serious breaches of school's behaviour policy' and if allowing the student to remain in school would seriously harm the education or welfare of the student or of other students, staff or members of the wider community. Following the permanent exclusion hearing, the parents have 15 days in which to appeal against the decision. Until this time period elapses the student remains the responsibility of the school.
- When a decision to fixed-term or permanently exclude has been made, parents are notified as quickly as possible. This may initially be by telephone call followed by a letter. If the student is being looked after by the Local Authority, the Social Services department should be informed.

The exclusion notification should state the reason for the exclusion, its duration and the date of the post exclusion meeting. It must also inform parents/carers of their right to appeal on the grounds of discrimination.