



Behaviour Policy 2024

Review Date: June 2025

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Section 1: Values and Vision

Rivers ESC is committed to excellence and will endeavour to support all pupils to be successful. Our aim is to provide a safe and happy environment where everyone will work hard to achieve his/her potential

1a) Our Values – the 4 Rs:

Respect: Having respect for ourselves, other people and our environment

Relationships: Developing positive relationships and behaviour with peers, staff and family

Resilience: A never give up attitude which equips pupils with the drive to succeed in even the most challenging circumstances.

Readiness: To move on to the next stage of life, be it back into mainstream school or on to new opportunities.

We aim:

- ❖ To highlight positive behaviour
- ❖ To promote pupils' self-esteem
- ❖ To develop pupils' self-discipline
- ❖ To encourage positive peer group influences
- ❖ To reward and encourage good work, effort and achievement

1b) Ethos

We believe:

- ❖ Everyone has the right to learn
- ❖ Everyone shows respect for others
- ❖ Everyone takes responsibility for their actions

Regular attendance is actively encouraged and considered to be of high priority by the Phoenix Centre

1c) Inclusive Approach

Aims: Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

Therapeutic Approach: An approach to behaviour that prioritizes the positive experiences and helpful feelings of everyone within the dynamic.

Inclusive: We adopt an inclusive approach and adapt our behaviour management strategies to meet the needs of the young person.

- To create change we need to understand, not simply suppress the behaviour
- Working with young peoples' experiences and feelings creates an internal discipline, which results in long-term change
- Internal discipline teaches behaviour, external discipline controls it

***Negative experiences can create unhelpful feelings.
Unhelpful feelings can create detrimental behaviour.
Positive experiences can create helpful feelings.
Helpful feelings can create valued behaviour.***

Section 2: Valued Behaviour

These are the Valued behaviours that we deem most important to develop at the Phoenix Centre;

Valued Behaviour	What do you see?	How we respond
Respect for ourselves and others	Using kind words Using kind hands and feet Giving personal space Using equipment properly Tidying up after ourselves	Postcard Home Phoenix Hug (side on hug with arm over shoulder)
Cooperation	Sharing resources Working in a small group Taking turns	Affirmation at the end of the day
Manners	Using Please and Thank You Showing good table manners	Positive Praise (Catching them doing it right) Scripts: 'Thank you for...' 'Well done, you are keeping your hands and feet to yourself'
Perseverance and Resilience	Asking for help Trying again Making mistakes	'There's no such word as can't' 'We are here for solutions, not for problems'
Showing empathy	Helping look after our friends Asking our friends if they are okay	'It's never too late to turn it around'

Section 3: Supporting all pupils

How do we teach Valued behaviour at Phoenix?

Phoenix staff must;

- Understand that all behaviour is communication
- Maintain clear and consistent boundaries
- Consistently use scripts and routines for every Phoenix child
- Invest in relationships with every young person. The more you know about them, the more therapeutic you can be.
- Act as role models to our young people e.g. modelling how to speak politely, tidy up, using manners.
- Prioritize Valued behaviours – always aim to find something the young person is doing well.
- Offer comfort and forgiveness. Phoenix children need to know tomorrow is a fresh start.
- Restorative practice (follow up the behaviour, its impact and consequences at an appropriate time and personalized for the child)
- Use positive language e.g. tell the child what you would like to see, not what you don't.

Phoenix staff may;

- Ignore low level disruptive behaviours (giving time for these behaviours to stop by not giving them attention) and use proximal praise to reinforce prosocial behaviours around them
- Use rewards and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery) as detailed above.
- Give a Phoenix 'hug' when a child is upset or if they have had a moment of brilliance.
- Use conflict resolution to support with peer disputes.
- Use a reflection task/comic strip conversation following dysregulation.

Phoenix staff must not;

- Embarrass or shame children for detrimental behaviours which are either subconscious or conscious
- Shout or belittle children
- Use punitive measures such as punishments

Section 4: Unsocial Behaviour

These behaviours are where a child does not enjoy or make an effort to behave sociably in the company of others, but not to the detriment of others. They may be spending time alone or taking themselves away from the group dynamic.

Please be aware that this introvert behaviour could be as sign that a child needs help and support can be offered. Phoenix staff will say ‘I can see somethings happened. We are here to listen.’

Section 5: Deterimental behaviour

- These behaviours create unhelpful feelings in self and others.
- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

Phoenix staff must always aim to de-escalate a situation where a child is showing anti-social behaviours and act upon any early warning signs before these escalate.

All behaviour is a form of communication and it is important to establish whether a behaviour is conscious (behaviour that we choose) or subconscious (behaviour that chooses us e.g. reacting to high levels of noise)

It is important for all children to learn there sometimes needs to be consequences for their behaviour. It is essential that there is always an educational consequence where we must show how we have helped the child develop new skills or ways of thinking through discussion, de brief activity or rehearsing. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequence. Protective consequences are solely actions to ensure no further harm occurs in the short term.

If the behaviour is conscious, the child needs to be given motivation to not do it again If the behaviour is sub conscious, the child needs to be given the ability to not do it again.

Type of Behaviour	Description of Behaviour	Strategies to respond
Persistent Difficult Behaviours	Saying ‘No’ and refusing to follow the Phoenix routine or instructions	<p>Script: ‘When you’re ready, _____ will be here for you.’</p> <p>‘At Phoenix, we don’t move on until we have completed_____’</p> <p>Fixed choice given ‘You can do your learning X or Y’</p> <p>‘It is never too late to turn this around and _____’,</p>
	Using inappropriate	<p>Script ‘We use kind words at Phoenix.’</p>

	language e.g. answering back, name calling, swearing or sexualized comments	<p>'I am sorry you think I am____. We use kind words. I really like____'</p> <p>'No thank you. They are inappropriate words for Phoenix.'</p>
	Leaving the classroom without permission	<p>Script</p> <p>'When you're ready, _____ will be here for you.'</p> <p>'At Phoenix, we don't move on until we have completed_____'</p> <p>Fixed choice given 'You can do your learning X or Y'</p> <p>'It is never too late to turn this around and _____'</p> <p>If the child doesn't respond to the script, we then use a countdown from 5 to make a choice.</p>
	Goading or intimidating others	<p>Script:</p> <p>'We use kind words at Phoenix. If we can't do that, we will be spending time away from our friends.'</p>
	Physical aggression directed and towards peers and staff e.g. hitting, punching, kicking, spitting and fighting	<p>Initial Script:</p> <p>'We need to keep everyone safe at Phoenix. It is never too late to turn this around.'</p> <p>Offer fixed choice:</p> <p>'Playground or Forest' Repeat twice and give space. Repeat again.</p> <p>If these two strategies haven't worked, child to be guided using open mitt to either the playground or forest.</p>
	Throwing or deliberately	<p>Initial Script:</p> <p>'We need to keep everyone safe at Phoenix. It</p>

	damaging Phoenix Centre property	<p>is never too late to turn this around.'</p> <p>Offer fixed choice: 'Playground or Forest' Repeat twice and give space. Repeat again.</p> <p>If these two strategies haven't worked, child to be guided using open mitt to either the playground or forest.</p> <p>When regulated, the child will be supported to repair the damage to property.</p>
Persistent Dangerous Behaviours	Jumping over, climbing over or pressing the emergency buzzer to abscond	<p>Initial script: 'Remember feet on the ground. If you go over the fence, we will have to call police.' Repeat twice.</p> <p>Do not try and remove the child from the fence. If child goes over the perimeter fence, follow at a distance and call the police and then parents.</p>
	Physical aggression directed and towards peers and staff that causes an injury requiring medical assessment.	<p>The strategies are the same as for physical aggression in difficult behaviours.</p> <p>If the aggression has caused injury requiring medical assessment, SLT to be informed and considerations for suspension. Parent informed over the phone.</p>
	Damage to property that would be considered criminal if the young person was the age of criminal responsibility.	<p>The strategies are the same as for physical aggression in difficult behaviours.</p> <p>If the damage would be considered criminal, SLT to be informed and considerations for suspension. Parent informed over the phone.</p>

Consequences at the Phoenix Centre may take the form of the following;

- Completing tasks once regulated

- Limited access to a learning space
- Escorted in social situations
- Assisting with repairs
- Differentiated activity space
- Restorative meetings

Consequences do not take the form of the following;

- Punishment/taking away pleasurable opportunities
- Creating negative feelings in children
- Completion of tasks unrelated to the behaviour presented

Guiding and escorting:

There are occasions where it is appropriate for staff to have contact or physical intervention with pupils, however, it is crucial that this is appropriate to their professional role and in relation to a child's individual needs. Occasions where staff may have cause to have physical intervention with a child may include;

- To comfort a child in distress
- For affirmation/praise
- To gently direct a child
- For curricular reasons
- First aid and medical treatments
- In an emergency to avert danger to the child
- Sensory pressure

All staff at Phoenix Centre are trained in Hertfordshire Therapeutic Thinking which can be used to support, guide and escort children to aid their movements around school and to support with their low level behaviour.

Phoenix Centre staff adhere to the Hertfordshire Policy for Reducing the Need for Physical Intervention in Schools.

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact must not be made with the child or young person's neck, breasts, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints.

Risk assessments

Young people whose behaviour may place themselves and others at a risk of harm will have individual risk management plans. These are overseen by the Primary Base Lead and also the Lead Teacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Young people who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. Staff must ensure they have followed the Graduated Response (Appendix 1) at each stage. This will include young people who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:

- Take into consideration the times/ places/ lessons that give the young person greater anxiety and triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the young person's anxiety and enable them to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the young person to lessen difficult and dangerous behaviours.

Section 6: Unforeseeable behaviour

Unforeseeable behaviour is behaviour that cannot be planned for due to its spontaneous and unpredictable occurrence. Example: A pupil bringing a weapon onto site without a staff's prior knowledge.

Staff will respond with reasonable and proportionate intervention to the specific circumstances and risk of seriousness of harm; this will be applied with minimum force needed, for no longer than is necessary.

After an emergency incident, staff will reflect on the situation and plan a response now that the event is foreseeable.

Section 7: Communication and recording within Rivers ESC

Individual staff can record ATL on Arbor per lesson along with prosocial behaviours seen in class and around the Phoenix Centre.

CPOMS is used to record safeguarding, attendance and anti-social difficult and dangerous behaviours.

All teaching and support staff have access to both.

Records of Concern are recorded factually (please refer to the Safeguarding policy) and are flagged to and followed up by DSP's.

Section 8: Communication with parents and carers

Communication with parents/carers will initially be by telephone. If they cannot be contacted, a text/whatsapp message will be sent via the school mobile.

If a young person is to be excluded, a phone call to parent/ carer is made notifying them of what has taken place. This is followed by an email which is sent by the Headteacher's PA to inform the parents/carers of the dates.

A face to face meeting will be organized with the young person and parents/carers for the pupil's reintegration following their exclusion.

Section 9: Exclusions

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion.

Fixed term exclusion will be considered for incidents of serious violence or continued disruption/all of the above have failed to change the behaviour. In these cases, the national guidelines will be followed, particularly with regards to recording and reporting.

A reintegration meeting is held with the parents and young person on their return to school.

A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches, of the Rivers' behaviour policy;
- and • where allowing the pupil to remain in Rivers ESC would seriously harm the education or welfare of the pupil or others in the school.

APPENDIX 1



Therapeutic Thinking Graduated Response

<p>Universal Behaviour Curriculum</p>	<p>Establish routines and identify valued behaviours. Include the above within pupil induction. Create and monitor staff code of conduct. Identify content of behaviour curriculum. Identify opportunities for learning and create supporting plans. Identify children not making expected progress and refer to Behaviour Policy.</p>
<p>Targeted Behaviour Policy</p>	<p>Policy reflects DfE guidance. Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. Check if the identified behaviour is covered in policy. Follow the policy. Record the impact of policy on pupil's behaviour. Where policy is not progressing the behaviour of most children, review the policy. Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.</p>
<p>Targeted Plus Early Prognosis</p>	<p>Describe the behaviour factually and unemotionally. Gather appropriate and authentic pupil voice. Gather information from all relevant parties, including multi-agency colleagues. Use the collated information to Assess, Plan, Do, Review. Consider involvement of multi-agency colleagues. Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.</p>
<p>Specialist Predict, Prevent & Progress</p>	<p>Review all information within Early Prognosis document. Complete Risk Calculator. Identify protective and educational consequences. Complete Subconscious and Conscious checklists. Complete Anxiety Analysis for relevant variables. Use all analysis to create a Predict, Prevent & Progress plan. Use the collated information to Assess, Plan, Do, Review. Consider involvement of multi-agency colleagues. Where further intervention is needed move to the analysis and planning within Therapeutic Plan.</p>
<p>Specialist Plus Therapeutic Plan</p>	<p>Ensure all preceding analysis documents are reviewed. Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. Use the collated information to Assess, Plan, Do, Review. Consider involvement of multi-agency colleagues. Consider group dynamic options. Involve multi-agency colleagues in a review of the effectiveness of meeting need.</p>