



Behaviour Policy 2022

Review Date: September 2023

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Section 1: Values and Vision

SLT are leading this piece of work in January INSET

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

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

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 Centre

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 prioritises the prosocial experiences and 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 create negative feelings

Negative feelings create negative behaviour

Positive experiences create positive feelings

Positive feelings create positive behaviour

Section 2: Prosocial Behaviour

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour. Examples; The best examples are demonstration of the ethos of our school;

In addition to our ethos we have also set out a clear list of expectations; Code of conduct, which should guide all stakeholders as to the behaviour we do and don't expect to see at Rivers ESC.

Section 3: Supporting all pupils

How can we teach behaviour?

- Relationships (invest at the start – young should want to do something because of the quality of their relationship with you. The more you know about the young person, the more therapeutic you can be)
 - Role modelling (this is essential – for e.g. we have to show them how to 'speak politely' by speaking politely with them)
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising prosocial behaviour (really valued in every young person – thanking them, proximal praise)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected)
 - Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Ignoring (unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell young people what you would like to see, not what you don't e.g. Please walk rather than don't run)
- Restorative Practice (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control We have no public methods of tracking behaviour that risk creating negative feelings – young people can not publicly see the judgement of staff and we have adopted private levels of praise.

Section 4: Unsocial Behaviour (referred to as difficult)

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

- Not doing as instructed, but not to the detriment of others.
- Refusing to complete the work set
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

Section 5: Anti-social behaviour (some are referred to as “dangerous”)

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Throwing furniture
Answering back	Aggressive physical contact: pushing, hitting, kicking, fighting, punching, spitting
Name calling	Physical or verbal bullying
Distracting and/or disrupting other’s learning by shouting, banging, making noises	
Throwing equipment	
Leaving the classroom without permission	
Damage to property/pushing over furniture	

It is important not to group unsocial behaviour with antisocial behaviour.

The young person who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help

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.

Solutions

The perspective on behaviour at Rivers is solution focused, supporting re engagement with learning. The environment, curriculum and relationships are designed to meet the needs of CYP with SEMH difficulties. Within this learning environment there are still occasions when the needs of CYP cannot be met within the classroom and CYP require additional support.

Solutions is designed to provide an opportunity for restorative work to take place so that CYP are supported by an adult to return to learning.

How it works: an identified space has been created within Rivers called Solutions. If CYP need time away from a lesson, either at their own request or a teacher's request, they will be supported by a member of staff in Solutions to resolve the difficulty and find a way to return to learning.

At KS4 solutions is a room at Rivers which has social space with comfortable chairs, a study desk and a variety of resources from puzzles and books to GCSE study guides. At KS3, space is available for pupils to work away from a lesson if necessary. (Typically the library or social area).

A member of staff is timetabled to support CYP in Solutions at all times.

Solutions was conceived to meet CYP's needs:

- ❖ To be listened to (Evans and Hurrell, 2016, p. 9)
- ❖ To feel school connectedness (Daniel and Goldston, 2009, p. 265)
- ❖ To have a low stress environment (Wilburn and Smith, 2005, p.40)
- ❖ At the Phoenix Centre solutions will take place in a suitable and available space. An adult will always facilitate the child in solutions.
- ❖

Restorative practice at Rivers ESC moves the focus from what rule has been broken or who is to blame and what punishment should be issued, to understanding what happened, what relationship has been affected and what can be done to repair the harm. (Zehr, 2014)

The aim of any intervention at Rivers ESC with CYP experiencing SEMH is to support them to engage successfully with learning, reduce their recovery time when something has gone wrong and learn to repair any harm.

Consequences

At Rivers ESC, adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

Consequences will take one of two formats:

Protective consequences

- Removal of a freedom to manage harm.

Educational consequences

- The learning, rehearsing or teaching so the freedom can be returned.

Section 7: Communication and recording within Rivers ESC

Individual staff can record ATL on Arbor per lesson along with pro-social behaviours seen in class and around 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.

Communication with parents is via phone calls and post cards home and on Pupil Progress Days.

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 phonecall 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 organised with the young person and parents/carers for the pupil's reintegration following their exclusion.

Acceptable forms of physical contact

There are occasions when it is entirely appropriate and proper for staff to have contact with children or young people; however, it is crucial that this is appropriate to their professional role and in relation to the child's individual needs.

Occasions where staff may have cause to have physical contact with a child may include:

- To comfort a child in distress (so long as this is appropriate to their age).
- For affirmation/praise.
- To gently direct a child or young person.

- For curricular reasons (for example in PE, Drama, etc).
- First aid and medical treatment.
- In an emergency to avert danger to the child.

Physical contact must not become a habit between a member of staff and a child. Physical contact should always be in the child's best interest and staff must have an awareness of children and young people who may not have secure primary attachments. Staff must have an awareness of the need to differentiate physical contact to ensure that children or young people are able to distinguish and separate the attachment to staff (who are transient adults in their life) from the primary attachment to key adults such as parents and siblings.

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 Headteacher, 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. 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, 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 the learner 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 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.

Hertfordshire Steps

Rivers ESC has adopted the 'Hertfordshire Steps' approach to behaviour management. Members of staff are currently trained as Steps tutors and use this training to inform the rest of the staff through staff meetings and training. The Steps tutor training is renewed annually and tutors attend network meetings and consultations with the Steps team and other schools. The training covers a range of areas of behaviour management, including conflict de-escalation; calm body language; and reflect, repair and restore procedures.