

# Behaviour Policy 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.

### 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 of circumstances.

**Readiness:** To move on to the next stage of life, be it back into mainstream school or on to new opportunities after year 11.

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. It is a high priority for 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 valued 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 detrimental behaviours  
Positive experiences create positive feelings  
Positive feelings create valued behaviours*

## **Section 2: Valued 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 valued behaviour (really valued in every young person – thanking them, proximal praise)
- Planning alternatives to detrimental 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 (giving time for low-level behaviours 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: Detrimental 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. Not all detrimental behaviour should need SLT support unless it is persistent and disruptive and therefore becomes more serious.

#### **Section 5: Dangerous behaviour**

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.

<b>Detrimental Behaviours</b>	<b>Dangerous Detrimental Behaviours</b>
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	

*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 detrimental. It is often staff responding to detrimental behaviour that drives the behaviour to escalate.*

*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.

## **Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

[New] Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **Smoking and controlled substances**

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school. The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

## **Prohibited items, searching pupils and confiscation**

Pupils are 'wanded' on arrival at the centre. Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, such as those listed below:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.

- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

### **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.

### **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 KS3 and 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.

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.

## **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/email 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 suspension.

### **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 management plans**

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: Suspension / Permanent Exclusion**

Serious incidents may result in a suspension or a 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 suspension.

Suspensions 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.

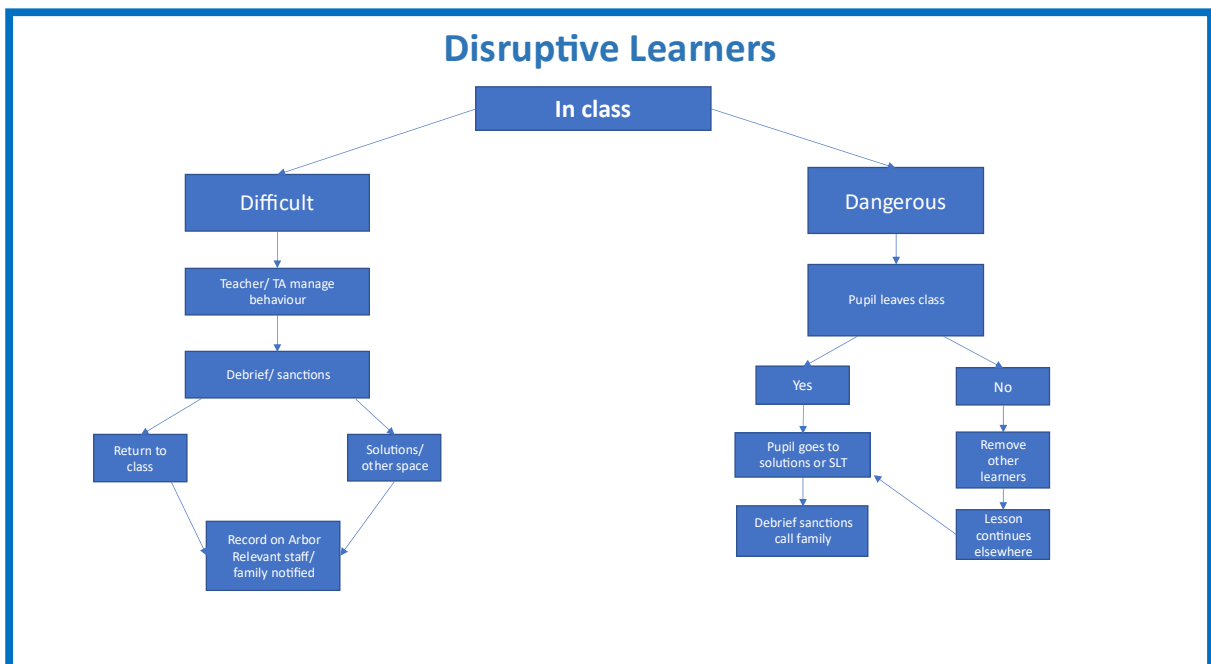
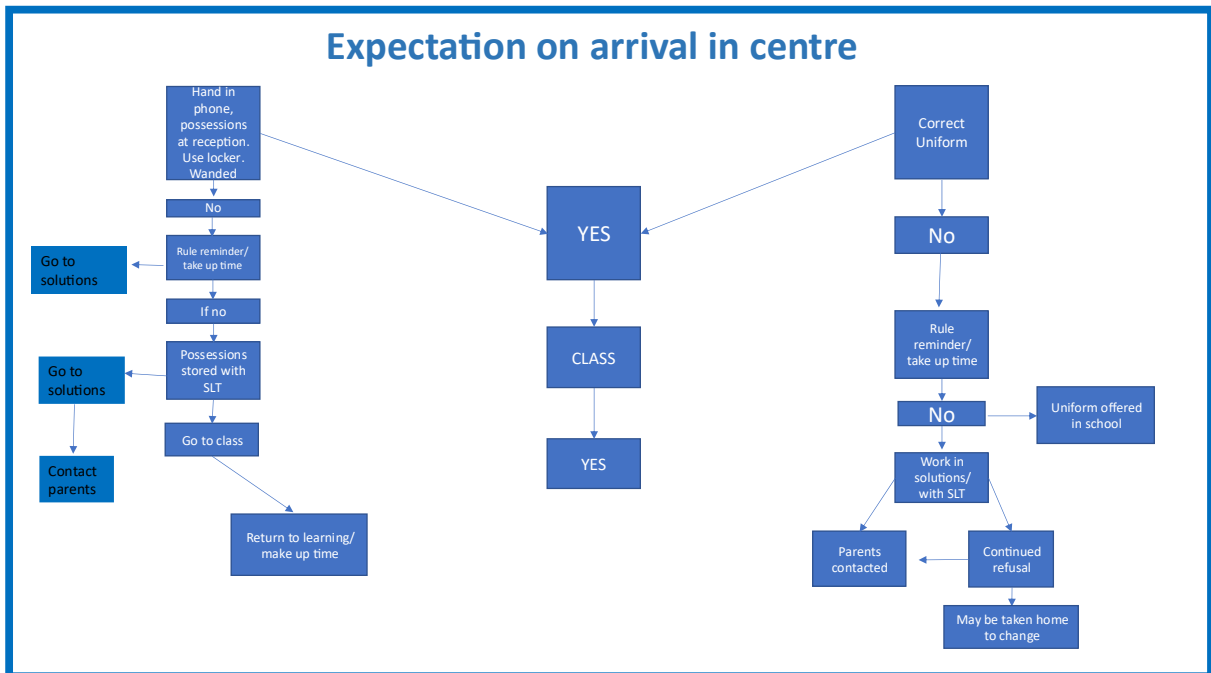
A decision to exclude a pupil permanently will only be taken:

- 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.

### **Therapeutic Thinking**

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

## Section 10: Expected Behaviour Flow Charts



## Examples of Likely Consequences at Rivers ESC KS3 Centre

Rudeness to pupils/ staff/  
others/ swearing at staff/  
refusal to take part



Teacher and TA work  
with pupil in lesson to  
help re-engagement



repeated non-engagement-  
go to solutions and discuss  
barriers to learning/  
swearing



SLT follow up,  
depending on  
circumstances

Running around the  
building on site



Entry/ exit doors to  
the centre are locked  
SLT follow up  
Parents are contacted  
Return to class when  
ready

Truancing/ Going off  
site



Parent/ carers  
notified



Police notified



Therapeutic  
repair with staff



Meeting with parent/  
carers to resolve

Negative physical  
interactions



Removal from class,  
go to solutions



Meeting with  
parent/ carer OR  
Exclusion process  
(depending on the  
incident)



Repair with staff/  
pupil