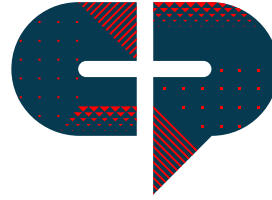


**CP RIVERSIDE
SCHOOL**



BEHAVIOUR POLICY POLICY AND PROCEDURES

Policy adopted and ratified by the Governing Body on	9th September 2016
Period of review	Annually
Next review date	9th September 2017

Policy Statement

CP Riverside is committed to providing a learning environment, which maintains high standards of behaviour. We believe that students respond more positively and develop their own social skills when all staff actively foster positive relationships based on trust and mutual respect. CP Riverside recognises that the best way of achieving positive behaviour is by keeping students busy, engaged and interested. We aim to promote a happy, positive atmosphere, where learners benefit from positive relationships with other students and staff. CP Riverside's **Positive Discipline** approach is central to our aim of creating a purposeful working atmosphere for staff and students.

Standards of behaviour at CP Riverside are governed by our collective actions; we depend on each other. All staff have a professional responsibility to follow the guidelines set out in this policy. It is the responsibility of all staff, not just teaching staff, to promote good behaviour. All staff are role models in this process and we demonstrate the behaviour we expect from students by the way we behave towards them and colleagues. High expectations must be at the heart of everything we do. We influence the actions of students both by our direct communication with them and through our observed actions. The pride we show in our appearance, the way we move around the school, our positive verbal and body language, including our facial expressions, are all crucial in fostering the desired responses from students. In promoting good behaviour we aim to develop the following values in our students:

PRIDE

- **Positive Purpose**
- **Respectful Relationships**
- **Ideas and Innovation**
- **Discipline (Positive)**
- **Employability and Enterprise**

Principles

- Positive behaviour is fundamental to successful learning, but it extends further than the classroom. We see positive behaviour as a key skill that is as important as reading or writing
- If we want our students to behave well, we need to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is therefore the responsibility of all teaching and non-teaching staff
- Positive reinforcement – recognising and rewarding students good behaviours is more effective than sanctions and punishments. Our behaviour approach is therefore a positive, rewards-based system, with regular opportunities to recognise and celebrate success
- Positive discipline – addressing the causes of poor behaviour and not the outcomes and creating a consistent and cooperative climate for learning

Links with other School Policies

- Anti-bullying Policy
- Child Protection Policy
- LOTC and Residential Policy

Participation and Consultation Process

- Awareness raising programmes (curriculum & parent information evenings)
- Survey/questionnaires distributed to students, parents and all school staff
- Seeking the views of parents at information evenings.
- Monitoring evaluation and review.

Responsibilities of Staff

CP Riverside's "**Positive Discipline**" approach uses a variety of preventative strategies to create a consistent and cooperative climate for learning. Positive Discipline focuses on 3 main themes; **prevention, esteem, cooperation**. A variety of strategies underpin each theme and adopt a positive spin on behaviour. The overall outcome of positive discipline is to stop negative behaviours and celebrate and recognise appropriate behaviour and thereby create and establish positive habits for learning and life.

Positive Discipline Themes:

Prevention

Staff will:

- be consistent;
- be prepared and organised;
- know that 80% of classroom management is based on prevention;
- welcome students as partners in learning;
- create clear routines and procedures and teach and model them;
- assess self and receiving feedback;
- implement rewards and consequences;
- make teaching and learning varied and interesting;
- be learner centred and deliver vocationally relevant content;
- use meaningful and useful assessments.

Esteem

Staff will:

- secure a caring environment by knowing every students' name and unique personality;
- listen to and include all students;
- constantly survey student interests, and accommodate learning styles and needs;
- support and enrich;
- respect a student while correcting poor behaviour;
- create the opportunity for students to reflect on their learning.

Cooperation

Staff will:

- build a supportive learning community by working together in an atmosphere of respect, trust and empathy;
- help each other to be the best we can possibly be;
- share responsibilities;
- involve parents/carers in students' learning;
- share good news and celebrate success frequently.
- develop an achievement culture through regular praise/rewards
- actively listen to the views of students
- behave in a calm, dignified yet assertive manner
- focus on the behaviour not the person
- rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict
- differentiate and tailor approaches to ensure all students have access to learning
- constantly analyse and develop ones own skills and attitudes when interacting with young people, observing and sharing good practice
- avoid stereotyped or pre-conceived judgements about students
- celebrate cultural diversity within our student body

Responsibilities of Students

- To arrive on time and mentally, emotionally and physically prepared for the day
- That they will inform their parents/carer or a member of staff of any problem that may hinder them from making the necessary progress towards learning targets.
- That they will accept the consequences of their actions.
- That they understand that the promotion of positive discipline forms the basis of our cooperative and consistent school climate

Responsibilities of Parents

- That they contact CP Riverside quickly whenever any problem occurs
- To fully support CP Riverside with all areas of positive discipline, including interventions and sanctions
- To attend CP Riverside when requested for all interviews with regards to behaviour and progress.
- To support us with our unwavering commitment to promote positive behaviour to facilitate learning and social and emotional development
- To work cooperatively with CP Riverside to foster a belief of respect and dignity for all individuals.

Responsibilities of mainstream schools:

- That they contact CP Riverside quickly whenever any problem occurs
- To fully support CP Riverside with all areas of positive discipline, including interventions and sanctions
- To attend CP Riverside when requested for all interviews with regards to behaviour and progress
- To support us with our unwavering commitment to promote positive behaviour to facilitate learning and social and emotional development

- To work cooperatively with CP Riverside to foster a belief of respect and dignity for all individuals and continue the work of CP Riverside on return to mainstream school

Responsibilities of All

Preventative Measures

Creating a positive and sociable environment and climate for learning will require both staff and students to focus on what is and can be good about themselves, especially their learning potential and attainment. The Magna Carta will clearly state an agreed code of expectations for all staff and students and will help identify behaviours and interactions which sit outside of the Magna Carta and consequently deemed unacceptable.

Our rewards system recognises progress and celebrates success. Our rewards will help achieve 4 main goals:-

1. To motivate the students to succeed and improve their behaviour
2. To validate students newly formed positive habits and educational gains
3. Build self esteem and reinforce positive behaviour
4. To show respect for the CP Riverside community.

Rewards will consist of: -

- Positive phone calls to parents/carers and commissioners
- Student "shout out" certificate
- 'Caught doing the right thing' ticket
- 'On-time' ticket
- Model Citizen award
- Tweets and good news stories on the school's Cloud for peers and stakeholders to see.

Procedures for Dealing with Incidents

The response to negative behaviour outside of the agreed Magna Carta such as constant low-level disruption, verbal abuse and deliberate disruption is a traffic light intervention process, which has 3 clear steps: -

- | | |
|-------|--|
| Green | – a reminder of the Magna Carta and agreed behaviours for learning |
| Amber | – a warning to quickly return to agreed behaviours for learning |
| Red | – removal from that session to a quiet supervised area |

Restorative Justice Sessions

A removal will culminate in a restorative justice session with the student, the member of staff concerned, the student's mentor and a chairperson. The session will be guided by the mentor and will take place as soon as possible following the incident. This will provide the opportunity for all concerned to calmly express how the incident impacted learning, themselves and others and agree a clear strategy of how to move forward and modify behaviour.

Suggested ways that restorative approaches can be delivered are:

- A verbal apology
- A letter of explanation and apology from the student

- The member of staff concerned having a say in what type of reparation they would like the student to complete.

A student will not be permitted to take any further part in the lesson they have been removed from. They will also not be allowed to take part in a lesson with the same member of staff until their restorative justice session has been satisfactorily completed.

There will be no shouting by any staff member in CP Riverside. All interventions will be carried out in a calm and dignified manner. Shouting comes from anger and anger is a negative emotion that causes young people to react rather than think. CP Riverside's approach is to modify behaviour, model and form good habits.

In exceptional circumstances, although very rare, exclusion from CP Riverside will be considered. All incidents involving situations where a student, member of staff or visitor has been put at risk of serious harm will be formally recorded and dealt with at the discretion of the Principal and Governing Body.

The CP Dialogue and Way

We accept at CP Riverside that our students will often move through the following sequence of emotions:

- Control
- Aggression - often acting like a toddler
- Dis-association - it wasn't me
- Dis-regulation - loss of control / fight or flight

All conversations with students focus on positive co-regulation which involves the skills of all staff to regulate emotions using the PLACE formula:

- **P**layfulness
- **L**ove
- **A**cceptance
- **C**uriosity
- **E**mpathy

The CP dialogue and way is simply about:

- Never giving up
- Showing that we really care
- Never asking why until the time is right

Physical Intervention

Physical intervention and restraint will only be used if all else has failed. CP Riverside staff will use all of the behaviour management strategies (i.e. conflict resolution, de-escalation, solution focus etc.) in place to defuse escalating behaviours. However, when a learner's behaviour escalates to a level of violence that causes risk to the safety of themselves or others, positive handling and restraint may need to be used. It is considered that positive handling of students of any age will only normally be necessary in a very small number of incidents. The most appropriate form of positive handling will be used with the minimum physical contact.

For students entering CP Riverside with a history of requiring positive handling/restraint, a plan will be drawn up on transition that is agreed with us, the parent/carer, student and commissioning school.