CP RIVERSIDE SCHOOL

UNDERSTANDING BEHAVIOUR

POLICY & PROCEDURES

Period of review	Annually
Next review date	September 2021

OUR UNDERSTANDING OF BEHAVIOUR AT CP RIVERSIDE SCHOOL

CP Riverside School is committed to providing a learning environment, which maintains high standards of behaviour.
We believe that students respond well when relationships are built on trust, consistency, certainty and respect. CP Riverside School recognises that maintaining students' engagement in learning and broader interest in the school community also contribute to achieving a positive behaviour culture within our school.

Our collective actions govern standards of behaviour at CP Riverside School. All staff have a professional responsibility to follow the guidelines set out in this policy. We recognise that all staff are role models at all times, and we demonstrate the response we expect from students by the way we behave towards them and colleagues. Clear and achievable expectations are at the heart of everything we do. We influence the actions of students both by our direct communication with them and through our observed interactions with others. The pride we show in our appearance, the way we move around the school and our use of positive verbal and non-verbal communication, are all crucial in fostering desired responses from students.

OUR BELIEFS OF OUR STUDENTS
We believe that:
➔ Students want to behave well
➔ Students use behaviour as a means of communication
➔ With appropriate teaching, support and intervention, students can learn to improve their behaviour and manage themselves well in and around our school
➔ Mistakes are part of the learning process, and we recognise that all of our students are at different stages.

Students want to behave well.
We believe that our students are most happy when they are making positive choices, behaving well and when those choices are praised and recognised by adults and their peers.

Behaviour is a means of communication.
How students behave towards others can often be taken personally. It is important to remember that students often display undesirable behaviour when they cannot articulate how they feel or what they need. Supporting our students to communicate effectively is fundamental in enabling them to self-manage and behave appropriately. Students educated in an alternative education setting will often require a personalised approach to understanding and correcting behaviour. Consideration must be given to relationships, engagement, approach and challenge when supporting our students.

Students can learn to improve their behaviour.
Some students at CP Riverside can find learning challenging; learning new or more appropriate behaviours and responses is a skill; just like reading and writing. We believe that learning how to behave well in a variety of situations requires explicit teaching. As adults, we must have realistic expectations about the rates of progress a student will make when adapting and improving their behaviour.

Mistakes are part of the learning process.
We don't always make a judgement when a student falls short of an expectation - instead, we remain consistent and support our students to get it right next time.

THE IMPORTANCE OF ADULT SUPPORT
Adults can support the students in our school by:
➔ Establishing positive and secure relationships
➔ Providing a good quality learning experience
➔ Understanding each student's individual needs
➔ Working in close partnership with parents/carers

Establishing positive and secure relationships.
To build positive and secure relationships with our students, we need to:

➔ Build trust and rapport - they have to be earned; they're not always given. Students in our school can feel that they have been rejected or let down by adults and, therefore, find it difficult to trust others. We must show students that we are different if we want students to grow to trust us and believe what we say. We must remain professional and safe at all times, yet create opportunities within the school for students to see us in a different light to the role that we perform.
➔ Have high expectations for what our students can achieve and demonstrate our belief in them, supporting them to succeed.
➔ Treat all of our students with respect at all times. Using positive language, manners and gentle reminders to communicate clearly and in a way, that is non-confrontational, non-domineering and accessible to the student. Listen carefully to each of our students and make a decision of how/when to respond that will bring about the most positive reaction and response.
➔ Invest in relationships with students and create time where students can have fun with adults during social times.
➔ Consider what is causing the student to behave in a particular way. Behaviour is often a symptom of something that requires identification or a solution. Talk to the student, if appropriate, or inform relevant members of staff.

- → Apologise when a mistake is made. Modelling desired responses will help towards building trust and respect.
- → Maintain appropriate boundaries for our students.
- → Respect students. Do not talk about them over their heads or in front of other students.
- → Remain non-judgemental about our students' previous life experiences and use any shared information to inform planning for their provision.

Providing a good quality learning experience

If we can meet each student at his/her point of need, it is more likely that behaviour which presents as challenging or confrontational will reduce. To achieve this, we need to:
- → Accurately assess the student's needs and abilities at the point of referral and again at induction
- → Plan to meet the student's needs identified during their induction period
- → Support each student to develop high levels of confidence, positivity, resilience and acceptance in all situations
- → Have high academic and personal expectations for every student that is a member of CP Riverside School
- → Use positive reinforcement frequently when things are going well and minimal feedback for low level, undesirable behaviours.
- → Focus on what we would like each student to do as opposed to the things we do not
- → Know what motivates each of our students, inside and outside of the classroom.
- → Involve each student when setting targets for learning and personal development
- → Provide regular feedback to students on the progress that has been made in a supportive and accessible way. Focus on their achievements to date and what they need to do to make further progress

Understanding each student's individual needs

All staff at CP Riverside are required to take account of students' individual needs and circumstances when applying the procedures set out in the Understanding Behaviour Policy. All staff must be sensitive to individual needs as inappropriate school responses may contravene legislative requirements. Staff are advised to seek as much information about students as necessary using the knowledge of key staff and information held on school recording systems.

Working in close partnership with parents/carers

Staff at CP Riverside understand the unique insight parents/carers have of their child's development and learning. We recognise that learning begins and continues in the home environment and parents/carers play an integral role in us being able to deliver a positive educational experience for each student.

We are aware that some parents/carers will have received negative communications with previous schools that impact on their willingness to engage with CP Riverside School. We entrust our Student Engagement Team to establish a positive rapport with parents/carers and serve as the first and consistent point of contact.

CREATING A POSITIVE BEHAVIOUR CULTURE

All staff at CP Riverside School recognise that a number of our students have had negative experiences of learning in previous schools or alternative provisions. However, this should not prevent us from being able to provide a positive and aspirational learning environment ensuring every opportunity is accessible by all and enables all students to make good progress.

We understand the critical role that staff play in creating and maintaining a positive school culture. We have therefore devised the following consistencies that students can expect of staff daily at CP Riverside School:

- → Calm, consistent and fair - We aim to approach every interaction calmly and over time want our students to predict what our response and conversation will be and recognise that situations are managed fairly, irrespective of who is involved.
- → First attention to best conduct - We make a deliberate choice to recognise students 'doing the right thing' first before giving any attention to those students displaying undesirable behaviour.
- → Botheredness - We are invested in the education and lives of our students. We take an interest in growing and supporting the whole student as opposed to just developing their cognitive abilities.
- → Meet, greet and seat - We are keen to ensure that all students feel welcome, particularly in the classroom. We understand the importance of routines in the quest for consistency and success.
- → Recognition of the extra mile - We will praise and recognise those students who exceed our expectations.

OUR 'WAYS OF BEING'

We are committed to ensuring that all students have the opportunity to learn and progress. However, for this to happen, students must be aware of and fully understand what success looks like and how it can be achieved during their time at school. We believe that expectations and rules can hold negative or affective connotations for students and have, therefore embedded 'Ways of Being' throughout the school. Our Ways of Being encourage students to create or contribute to an environment of aspiration and success.

Our school Ways of Being are:
- → Be prepared: to engage | to learn | to laugh

➔ Be progressive: in your attendance | in your behaviour | in your learning
➔ Be proud: of yourself | of others | of our school

Our classroom Ways of Being are:
➔ Active listening
➔ Ask questions
➔ Attempt everything

OUR RESPONSE TO UNDESIRABLE BEHAVIOUR

At CP Riverside, we do not use traditional sanctions and consequences as often our students have exhausted many of these within their previous schools or provisions and require something more personalised, flexible and likely to bring about sustained change.

There should be ongoing conversations between teachers, support staff and students in lessons, reinforcing positive praise, feedback and progress that students have made in the lesson. If a student makes a choice not to engage in the learning or negatively affect the climate within the classroom, a member of staff should follow the stepped approach outlined on the Understanding Behaviour Blueprint (Appendix 1) using the consistent language contained in our micro script.

Our stepped approach consists of the following stages:
➔ A reminder of our 'Ways of Being'.
➔ Ask if the student needs support.
➔ The use micro scriptoscript
➔ Remind the student of what success looks like
➔ Seek support from a colleague
➔ Unpicking conversation

Our micro script contains the following phrases:
➔ I've noticed that…
➔ You know the three 'Ways of Being' [insert request]
➔ Can you remember the time when [insert positive moment]
➔ Can you remember how you felt when [insert positive moment]
➔ You must [insert request] because it's what we do here
➔ Thank you for listening

There will be occasions where our stepped approach or micro script does not resolve a situation and a student is no longer able to continue working in the classroom for the remainder of a lesson. The member of staff should request support from the Student Engagement Team/Senior Leadership Team to collect the student in question and, where possible, continue learning elsewhere in the school.

Restorative Conversations

We believe that all students should have the opportunity to repair any damage to equipment, environment or relationships. We do not believe in the concept of punishment, because it is often adult-centred and focuses the student's mind on the punishment, rather than the incident itself. This frequently leads to students feeling angry about the punishment, rather than the impact their behaviour has had on their learning or that of others.

We support our students to take responsibility for what has gone wrong and to repair it with others. Restoration is often achieved by convening a conversation between the student and member of staff involved, facilitated by a Student Engagement Leader or member of SLT. This will provide an opportunity for both parties to calmly express how the incident impacted learning, themselves and others and agree on a clear strategy of how to move forward and modify behaviour.

All restorative conversations will be designed around six key questions. They are:
➔ What happened?
➔ What were you thinking?
➔ What were you feeling?
➔ Who has been affected, and how?
➔ What should we do to put things right?
➔ How can we do things differently in the future?

Reporting and Monitoring Behaviour

All types of behaviour, both positive and negative, are recorded on our MIS, Arbor. Recording information allows members of staff working closely with each student to identify patterns of behaviour and implement appropriate interventions. In addition to recording positive or negative behaviour incidents, the number of positive behaviour points accumulated each day is also recorded. Information collated feeds directly into our rewards system, internal meetings, conversations with commissioners and meetings with external professionals.

Exclusions

We do not believe that exclusions are the most effective way to support students to regulate their behaviour and will always attempt to personalise provision for all of our students to ensure that they can access education.

In exceptional circumstances, however, it may be necessary to exclude a student for a fixed term, and this would always be considered very carefully. Exceptional circumstances include, but are not limited to:

➔ Violence towards another member of the school community
➔ Incidents involving weapons or illegal substances
➔ Incidents of bullying, sexual violence, harassment, homophobia, racism or disability discrimination
➔ Where students persistently refuse to engage in support and intervention

Decisions to exclude students are made on an individual basis. They should always be a reasonable and measured response, which will have an impact and provide a learning opportunity for the student in question.

All incidents involving situations where a student, member of staff or visitor has been put at risk of harm will be recorded and dealt with at the discretion of the Principal and Advisory Group. If a student is dual-rolled, the commissioning school will be notified of the decision during the same school day and invited to attend the student's reintegration meeting.

It is rare for us to exclude a student at CP Riverside School permanently. If CP Riverside is not able to meet the needs of an individual student, we will always work with the student, their family and the Local Education Authority to identify a suitable alternative placement. All permanent exclusions will be reported to the Advisory Group, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Children.

REWARDS SYSTEM

Our points-based rewards system has been designed to recognise and praise the positive choices that students make throughout their time at CP Riverside School. We choose to catch and celebrate students 'doing the right thing' rather than giving our attention to students displaying undesirable behaviour.

Our rewards system focuses on five key aspects of school life. They are:

Positive attendance

Students are awarded one positive behaviour point for each day that they attend school on time.

Positive dress

Students are awarded one positive behaviour point for each day that they attend school in full uniform

Classroom 'Ways of Being'

Students can receive one positive behaviour point per lesson for demonstrating our 'Classroom Ways of Being'. Our classroom ways of being are: Active listening, Ask questions and Attempt everything

Character

Students achieve one positive behaviour point for each time they display one of our character traits during the school day. Our character traits are confidence, positivity, resilience and acceptance.

Nominations

Students are nominated and receive three positive points by teachers if they have consistently attended lessons, demonstrated our Classroom Ways of Being and displayed our character traits throughout the week

Positive recognition ecard

Families can receive a positive recognition ecard if their child shows continuous improvement towards their academic or personal targets. The student will also receive five positive behaviour points for each ecard sent home.

Positive behaviour points accrued throughout each term can be redeemed for a place on one of three reward trips throughout the year.

BULLYING

CP Riverside School does not tolerate bullying of any kind. We believe that incidents of bullying should always be challenged and never ignored. All instances of bullying must be recorded on the school's 'Bullying Log'. Parents and carers should be informed by staff via telephone, or where possible, face to face, if their child has fallen victim to bullying, or if they are considered to be the perpetrator.

Every instance needs to be addressed, in line with our anti-bullying policy, with each student involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern. Students need to be supported to develop age-appropriate e-literacy so that they can keep themselves safe online and report cyber-bullying. Further guidance is available in the school's Anti-Bullying Policy.

USE OF REASONABLE FORCE

Physical intervention and positive handling will only be used if all other de-escalation strategies have been exhausted or where there is an immediate threat of danger. It is considered that the positive handling of students will only usually be necessary for a

small number of incidents. The most appropriate form of positive handling will be used with minimum physical contact and force being exerted.

All staff that have regular contact with students have been CRB (Coping with Risky Behaviours) trained and will seek to use approved techniques when handling students, wherever possible.

Once an incident has been de-escalated:
➔ A written record of the incident must be entered into the school's Handling Log and uploaded onto Arbor.
➔ If an incident has involved a student that has not had a history of requiring physical intervention, the student's Individual Risk Assessment should be updated.
➔ If the student has had a history of requiring physical intervention, a meeting should be convened to see whether any additional support can be put in place to reduce the likelihood of further incidents occurring.
➔ A member of SLT should contact the student's parents/carers to inform them of the incident before the child returns home.

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

SCREENING AND SEARCHING STUDENTS

Screening of Students
CP Riverside School has high expectations of students chooses to educate our students in the consequences of being in possession of prohibited items. We also ensure that students are aware of the negative impact that possession of prohibited items could have on their prospects. We firmly believe in trusting our students to make the right decision and act immediately whenever there is a cause for concern.

Searching of Students
Very occasionally at CP Riverside School, it may be necessary to search a student and their belongings, where it is suspected that the student is in possession of a prohibited item. Prohibited items include, but are not limited to:
➔ Knives or weapons
➔ Alcohol
➔ Illegal drugs
➔ Stolen items
➔ Tobacco and cigarette papers
➔ Fireworks
➔ Pornographic material
➔ Any article that the member of staff reasonably suspects has been, or is likely to be; used:
  ◆ To commit an offence
  ◆ To cause injury to, or damage the property of, any person

Before a search is undertaken, the student will be asked if they give consent.

Procedure for searching a student who has given consent
➔ The student will be escorted to a private space.
➔ A minimum of two members of staff, with at least one member of staff being the same sex as the student being searched, shall ask the student to remove any outerwear and turn out their pockets, coat and bag.
➔ The members of staff can also ask the student to turn out their locker or any other storage space in school.
➔ If the student refuses to cooperate part way through the search, CP Riverside reserves the right to issue an appropriate sanction to the student.

If the student refuses to give consent, members of staff, authorised by the Principal, have the statutory power to search, where there are reasonable grounds for suspecting that the student may have a prohibited item.

Procedure for searching a student who has refused to give consent
➔ The student will be escorted to a private space.
➔ A minimum of two members of staff, a minimum of one being the same sex as the student being searched, will instruct the student to remove any outerwear and turn out their pockets, coat and bag.
➔ The members of staff will also instruct the student to turn out their locker or any other storage space in school.
➔ The same-sex member of staff will search the belongings for any prohibited items.
➔ The use of reasonable force can be applied if staff believe the student has a prohibited item and there is a likelihood that harm could be done to an individual, groups of people or the building – see the Use of Reasonable Force policy for further information.
➔ A search form will be completed by the member of staff who searched and signed by all members of staff.

Confiscation of prohibited items

A member of staff can confiscate possessions they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

- ➔ A member of staff that conducts a search and finds alcohol may dispose of it. This does not include returning it to the student.
- ➔ A member of staff that conducts a search and finds controlled drugs must ensure that they are delivered to the police as soon as possible.
- ➔ A member of staff that conducts a search and finds other substances which are not believed to be controlled drugs can confiscate on the basis that they could be harmful or detrimental to good order.
- ➔ A member of staff that conducts a search and finds stolen items must ensure that they are delivered to the police as soon as reasonably practicable but can return them to the owner if there is good reason to do so.
- ➔ A member of staff that conducts a search and finds tobacco or cigarette papers may dispose of them. This does not include returning it to the student.
- ➔ A member of staff that conducts a search and finds fireworks may retain or dispose of them. This does not include returning them to the student.
- ➔ A member of staff that conducts a search and finds pornographic material can dispose of it unless they have reasonable grounds to suspect that its possession constitutes a specified offence. In which case, it must be delivered to the police as soon as reasonably practicable.
- ➔ Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

CP Riverside School will adopt further advice given in the DfE document: Searching, Screening and Confiscation.

TAKING ACTION BEYOND THE SCHOOL GATES

Disciplining beyond the school gate covers CP Riverside School's response to all noncriminal negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school; such as:

- ➔ Taking part in any off-site school-organised or school-related activity
- ➔ Travelling to or from school
- ➔ Wearing school uniform
- ➔ In some other way, identifiable as a pupil at the school.

Or, instances of negative behaviour at any time, whether or not the conditions above apply, that:

- ➔ Could have repercussions for the orderly running of the school
- ➔ Poses a threat to another pupil or member of the public
- ➔ Could adversely affect the reputation of the school.

Incidents of this nature will be dealt with by the Principal on an individual basis. In all of these circumstances, the Principal will also consider whether it is appropriate to notify the police or local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. However, the Principal will also consider whether the incident may be linked to the student suffering, or being likely to suffer, significant harm. If this is the case, the relevant process in the Child Protection Safeguarding Policy will be actioned.

The governing body must also be satisfied that the measures proposed by the Principal are lawful.
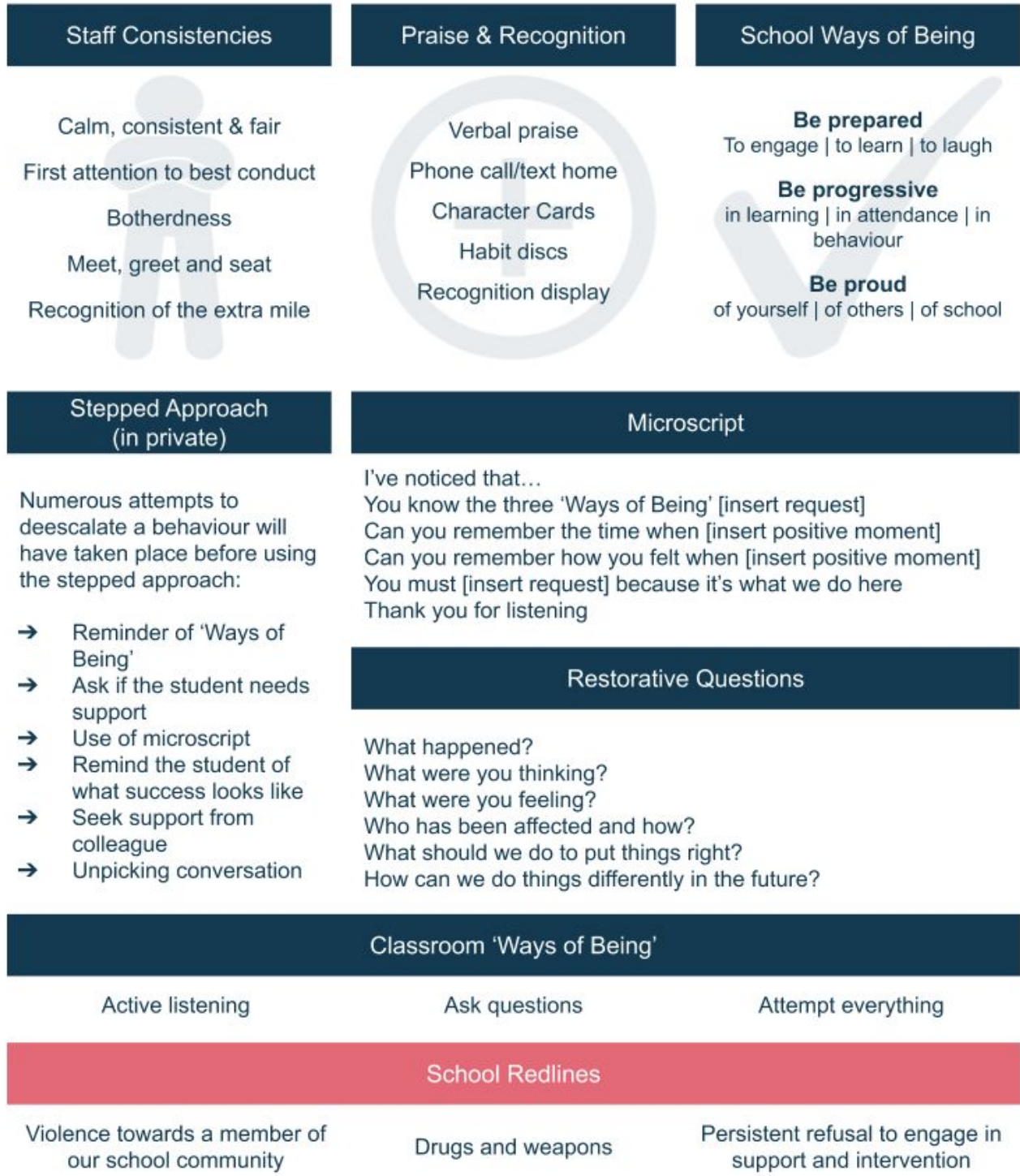
LINKS TO OTHER SCHOOL POLICIES

- ➔ Anti-bullying Policy
- ➔ Child Protection & Safeguarding Policy
- ➔ Use of Reasonable Force Policy
- ➔ SEND Policy

Appendix 1: Understanding Behaviour Blueprint

CP RIVERSIDE SCHOOL

Understanding Behaviour
Blueprint

At CP Riverside, we are committed to understanding a student's behaviour before supporting them to modify, regulate or self-manage their behaviour and emotions. Our practise is based on a positive discipline and relational model that uses positive relationships to underpin the correctional support and intervention systems and programmes that students engage and participate in.

We have designed this blueprint to outline our approach to improving student behaviour at CP Riverside.

Staff Consistencies

Calm, consistent & fair

First attention to best conduct

Botherdness

Meet, greet and seat

Recognition of the extra mile

Praise & Recognition

Verbal praise

Phone call/text home

Character Cards

Habit discs

Recognition display

School Ways of Being

Be prepared
To engage | to learn | to laugh

Be progressive
in learning | in attendance | in behaviour

Be proud
of yourself | of others | of school

Stepped Approach (in private)

Numerous attempts to deescalate a behaviour will have taken place before using the stepped approach:

→ Reminder of 'Ways of Being'
→ Ask if the student needs support
→ Use of microscript
→ Remind the student of what success looks like
→ Seek support from colleague
→ Unpicking conversation

Microscript

I've noticed that…
You know the three 'Ways of Being' [insert request]
Can you remember the time when [insert positive moment]
Can you remember how you felt when [insert positive moment]
You must [insert request] because it's what we do here
Thank you for listening

Restorative Questions

What happened?
What were you thinking?
What were you feeling?
Who has been affected and how?
What should we do to put things right?
How can we do things differently in the future?

Classroom 'Ways of Being'

Active listening   Ask questions   Attempt everything

School Redlines

Violence towards a member of our school community

Drugs and weapons

Persistent refusal to engage in support and intervention

Appendix 2: Restorative Conversation Blueprint

CP RIVERSIDE SCHOOL

Restorative Conversation Blueprint

At CP Riverside, we believe that restorative conversations are essential for repairing and rebuilding relationships, particularly after an incident has altered how we co-exist in school. These conversations are designed to support students with recognising how they feel, the impact their words and actions have on others and how negative situations can be resolved using the power of words.

We have designed this blueprint to outline our approach to restorative conversations.

Time

After individual reflection

At a time convenient for the member of staff

Before the end of the day (if appropriate)

Place

Neutral to affected parties

Avoid offices

Outside if possible (walk and talk)

Person

Facilitated by an independent member of staff

Student

Member of staff

Conversation

Solution focussed

Restorative questions

Restorative action (if appropriate)

Record

Questions asked
Responses given
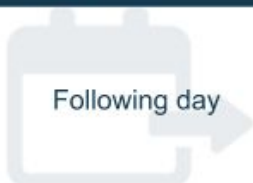Restorative action (if appropriate)

On Arbor (by the Chair of the conversation)

Same day

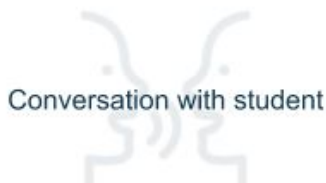### Review

Following day

Conversation with student

Conversation with member of staff