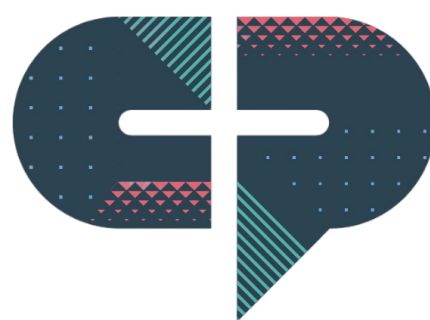


**CP RIVERSIDE
SCHOOL**



**UNDERSTANDING BEHAVIOUR
POLICY & PROCEDURES**

Period of review	Annually
Next review date	September 2024

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 their 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.

COACHING

On starting their journey at CP Riverside School, students will be assigned a coach. A coach is a staff member who is responsible for the pastoral care and wellbeing of each of their coachees. Each student's coach will be their biggest champion; praising them when things are going well and supporting and correcting them, should they need it.

Each coach will build relationships with parents/carers in order to best understand how they can support students in school and liaise with colleagues and external professionals should they believe the student would benefit from additional, specific support or intervention.

Coaches will meet daily with their coachees for breakfast and to journal at the beginning and end of each day. They will also meet weekly for a Connect to People session, aimed at supporting students to become the true, most authentic version of themselves.

Coaches will also play a key role in the building, maintaining and repairing of relationships between their coachee, their peers and staff.

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 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:

- Ask if the student needs support.
- A reminder of our 'Ways of Being'.
- 2-minute preparation time to be taken outside of the classroom
- Preparation conversation using the microscript to aid a successful reintegration

Our micro script has been devised on the principles of connect, correct and connect in order to bring about positive change.

Connect	Good morning/afternoon How are you today? Can you remember the time when... Can you remember how you felt when...
Correct	I've noticed that... You know our three 'Ways of Being' so I need you to... You must [insert request] because it's what we do here
Connect	Thank you for listening. Is there anything you need me to help with? Are you ready to get back to learning? I am on the lookout to praise you.

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 Roaming member of staff to collect the student in question and, where possible, continue learning elsewhere in the school, for example, in a Breakout Room.

Should a student be unwilling or unable to continue learning, they will be asked to attend U1 for the remainder of the lesson. During this time, they will be able to continue learning or unpick the situation with the member of staff supervising U1. The student will then wait until their Coach is available to support them further.

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?

Support for All

Support for All is our framework and process that ensures students have the access to and opportunity to participate in a range of support and intervention to improve their behaviour. It consists of four tiers: Expected Provision, Support, Intervention and Action. Students move through the tiers depending on the level of support and intervention required. See Appendix 3 for the framework.

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.

Suspensions

We do not believe that suspensions 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 suspend a student for a fixed term, and this would always be considered very carefully. Circumstances include, but are not limited to:

- Violence or bullying 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. 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.

If CP Riverside School is not able to meet the needs of an individual student, we will always work with the student, their family and the commissioning school/authority to identify a suitable alternative placement.

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 two elements of school life. They are:

Everyday Essentials

Students are awarded one positive behaviour point for each day that they attend school on time, each day they attend school in correct uniform and when they hand in their phone at the beginning of the school day.

Classroom Achievement Points

Students can receive a maximum of three points per lesson for demonstrating the following:

Being prepared for learning

Examples: Arrive on time to lesson | Enter the lesson calmly | Ready to listen | Complete the 'Do Now' | Move between activities well

Having a progressive mindset

Examples: Ask questions | Answer questions | Contribute to discussions | Attempt all activities | Trust staff and challenge yourself

Demonstrating CPR character

Examples: Being confident | Being positive | Being resilient | Accepting others | Being proud and celebrating others

Should students accrue the number of points that places them in the top 6 highest achieving students of the week, they will be rewarded with £5 that can be banked or cashed in for students to make appropriate purchases.

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 our safeguarding platform, MyConcern'. 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 cyberbullying. 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 may be required to engage in using physical intervention and positive handling 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 recorded on 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/carers, 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
- 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
- An article specified in regulations
 - ◆ Tobacco and cigarette papers
 - ◆ Fireworks
 - ◆ Pornographic material

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Before a search is undertaken, the student will be asked if they give consent and to confirm that they understand the

reason(s) why a search is required.

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.

The Principal or searching member of staff will inform the Designated Safeguarding Lead when a search has taken place and whether or not any safeguarding concerns have been raised as a result of the search. The DSL will then liaise with the student, family, commissioning school/authority and external professionals in line with the school's Safeguarding and Child Protection Policy.

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 section of this policy for further information.
- A search form will be completed by the member of staff who searched and signed by all members of staff.
- Parents/carers should be contacted at the earliest opportunity following a search informing them of the reason(s) why a search was conducted, whether reasonable force was required and the reasons why and whether or not any prohibited items were found

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 Advice for School's document: Searching, Screening and Confiscation.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

Disciplining students outside of the school premises covers CP Riverside School's response to all non-criminal 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
- EMET Child Protection & Safeguarding Policy
- EMET Physical Intervention Policy
- EMET SEND Policy

ADOPTION BY GOVERNING BODY



(Principal)

Date: September 2023

(Chair of Governors)

Date: September 2023

Appendix 1: Understanding Behaviour Blueprint

CP RIVERSIDE
SCHOOL



Understanding Behaviour Blueprint

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

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

Keeping Things Positive		We use the following strategies to ensure CP Riverside remains a positive place to learn	
Staff Consistencies		Ways of Being	Praise & Recognition
Meet, greet and seat Botherdness Calm, consistent & fair First attention to best conduct Recognition of the extra mile		Be Prepared to engage to learn to laugh Be Progressive in learning in attendance in behaviour Be Proud of yourself of others of school	Verbal praise Communication home Classroom Achievement Points Cash or Bank reward Rewards dashboard Big Trip Reward
Character Traits			
Confidence	Acceptance	Resilience	Excellence
When More is Needed...		Sometimes, more than positivity is needed to improve behaviour. If behaviour becomes a concern, staff will choose to use one or more of the agreed interventions below:	
Stepped Approach	Numerous attempts to deescalate a behaviour will have taken place before using the stepped approach:		
Ask if the student needs support to continue learning	Reminder of Ways of Being	2-minute preparation time to be taken outside of the classroom	Preparation conversation using microscript to aid successful reintegration
Microscript	The language that we use can impact the result. We must use language that is most likely to bring about a positive resolution and positive change.		
Connect	Good morning/afternoon How are you today? Can you remember the time when... Can you remember how you felt when...		
Correct	I've noticed that... You know our three 'Ways of Being' so I need you to... You must [insert request] because it's what we do here		
Connect	Thank you for listening. Is there anything you need me to help with? Are you ready to get back to learning? I am on the lookout to praise you.		
Use of Breakout Rooms	Breakout Rooms are a space in which students should work if they are no longer able to win in a classroom but have shown a willingness to continue learning elsewhere.		
Teacher & student to discuss the possibility of working elsewhere	Teacher to contact and inform the Roamer	The Roamer should identify any suitable spaces	The Roamer should check on the student's progress throughout the lesson
Roaming & U1	A member of staff will be roaming each period to prevent distractions occurring in corridors and support and praise to students and staff in classrooms.		
The Roamer should be called if a student has been asked to or has chosen to leave the classroom.	The Roamer should initially facilitate the student to learn elsewhere.	If a student is unable to continue learning or space is not available, the student should be taken to U1	The student should remain in U1 until the end of the lesson, or until their coach can facilitate a conversation
Should a student refuse to attend U1, a conversation will be had between the student, their coach & SLT to discuss a way forward. A suspension for refusing to follow instructions may well be issued if there is no solution found			
Restorative Questions	When a restorative conversation is required to repair a relationship, the following questions should form the framework for the conversation		
What happened?	What were you thinking?	What were you feeling?	
Who has been affected and how?	How can we put things right?	How can we do things differently?	
School Redlines	If students engage in any of the behaviours below, their time at CP Riverside School will look different and could ultimately end with their placement being terminated.		
Bullying or violence towards a member of our school community	Incidents involving drugs or weapons	Persistent refusal to engage in support and intervention	

Appendix 2: Restorative Conversation Blueprint

CP RIVERSIDE
SCHOOL



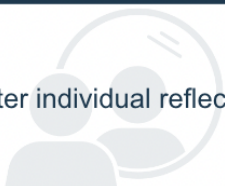
Restorative Conversation
Blueprint

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.

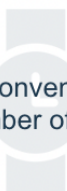
We have designed this blueprint to outline our approach to restorative conversations.

Time

After individual reflection



At a time convenient for the member of staff



Before the end of the day
(if appropriate)

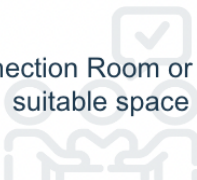


Place

Neutral to affected parties



Connection Room or other suitable space



Outside if possible
(walk and talk)

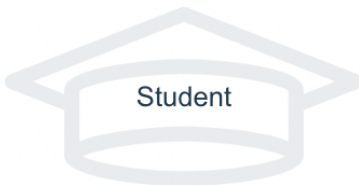


Person

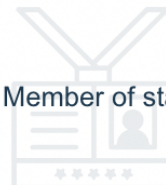
Facilitated by an independent member of staff



Student



Member of staff

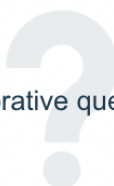


Conversation

Solution focussed



Restorative questions

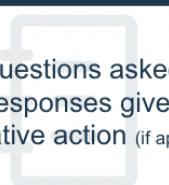


Restorative action
(if appropriate)



Record

Questions asked
Responses given
Restorative action (if appropriate)



On Arbor
(by the Chair of the conversation)

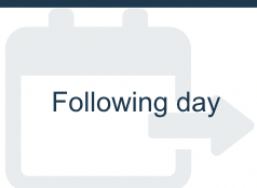


Same day as conversation

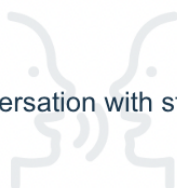


Review

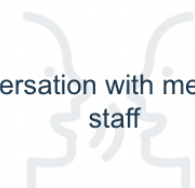
Following day



Conversation with student



Conversation with member of staff





Support for All @ CP Riverside School

“If the plan doesn’t work, change the plan, but never the goal”

Unknown

It is always important to meet our students where they are on their educational and developmental journey. It is also fundamental to respond accordingly should any of our students go through a period that requires additional support or intervention.

Our ‘Support for All’ strategy aims to provide a continuum of support and intervention to students as and when they need it most. It is the aim of this strategy to have as many students as possible remain within the ‘Expected Provision’ tier.

Just like any other strategy used at CP Riverside School, we require the support of school staff, families, commissioner and the student concerned.

Tier	Learning	Pastoral	What happens next?
Expected Provision	Curriculum that is well suited and linked to P16 destination or career aspiration	Daily Journaling (AM PM) with Coach	For students successful with expected provision in place, they will remain on this tier.
	In receipt of a good quality education	Recognition through rewards system	
	Rewarded using Everyday Essentials and Classroom Achievement Points	Weekly Connect to People sessions	For students who are not successful and would benefit from further support, they will move to ‘support’.
	Intervention delivered if needs are identified are successful	Response to any crisis situation	
	Teacher will meet with student if they become aware of any concerns	Weekly communication with parents/carers	
Referral	Teachers to liaise with coach and Subject Leader or Teaching & Learning Leader	Coach to increase provision available	Students who have shown a significant & sustained improvement will return to the ‘expected provision’ tier. Students not successful and would benefit from more structured intervention, they will move to ‘intervention’.
Support	Meeting to be convened with teacher, SL or TLL and student to discuss struggles and strategies	Daily check-in with Coach outside of Journaling	Students who have shown a significant and sustained improvement, they will return to the ‘support’ tier. Students not successful and would benefit from more structured intervention, they will move to ‘intervention’.
	SL or TLL to contact parents/carers	Twice weekly updates with parents/carers	
	Further intervention be identified	Coach to request meeting with parent/carer	
	Weekly updates with commissioner	Weekly updates with commissioner	
Referral	SL/TLL to refer to Support for All Panel	Coach to submit mentoring referral	For students who have shown a significant and sustained improvement, they will return to the ‘support’ tier.
Intervention	SL or TLL will refer the student to Support for All Panel	Meeting to be held between school, parents/carers and commissioner	
	Daily check in with Panel member	Daily check in with Coach & Mentor	
	Daily updates with parents/carers	Daily updates with parents/carers	For students who are not successful and have exceeded all available support and intervention, they will move to ‘action’.
	Participation in further intervention	Participation in mentoring programmes	
	Twice weekly updates with commissioner	Twice weekly updates with commissioner	
	Request for external agency support	Request for external agency support	
Referral	Support for All Panel to refer to Principal	Mentor to refer to Principal	Student will be issued with a two-week ‘Notice to Improve’. If there has not been a significant and sustained improvement, the student will leave CP Riverside School.
Action	Meeting to be held between school, parents/carers and commissioner	Meeting to be held between school, parents/carers and commissioner	
	Student is returned to the commissioner should there be no significant and sustained improvement in their engagement or attitude towards learning	Student is returned to the commissioner should there be no significant and sustained improvement in behaviour or engagement	