

**CP RIVERSIDE
SCHOOL**



UNDERSTANDING BEHAVIOUR POLICY & PROCEDURES

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| Period of review | Annually |
| Next review date | September 2025 |

OUR UNDERSTANDING OF BEHAVIOUR AT CP RIVERSIDE SCHOOL

CP Riverside School is committed to providing a learning environment that maintains high standards of behaviour.

We believe that students respond well to relationships 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 contributes 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 how we behave towards them and colleagues.

Clear and achievable expectations are at the heart of everything we do. We influence students' actions both through 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 nonverbal 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; we recognise that all our students are at different stages.

Students want to behave well.

Our students are most happy when they make positive choices, behave well, and 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 usually display undesirable behaviour when they cannot articulate their feelings or needs. Supporting our students in communicating effectively is fundamental to enabling them to self-manage and behave appropriately. Students educated in an alternative education setting 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 - Trust and rapport must be earned; they're not always freely given. Students in our school can feel 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 by supporting them to succeed.
- Treat all of our students with respect at all times. Use 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 decide 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. If appropriate, talk to the student or inform relevant members of staff.
- Apologise when a mistake is made. Modelling desired responses will help build 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 meet each student at their point of need, it is more likely that behaviour which presents as challenging or confrontational will be reduced. 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 students' 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 who 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 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 consider students' individual needs and circumstances when applying the procedures set out in the Understanding Behaviour Policy. 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 into 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 ensuring that we can deliver a positive educational experience for each student.

We are aware that some parents/carers have received negative communications with previous schools, which may impact their willingness to engage with CP Riverside School. We entrust our coaches and Family Champion to establish a positive rapport with parents/carers and serve as the first and most consistent point of contact.

CREATING A POSITIVE BEHAVIOUR CULTURE

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

We understand staff's critical role 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. Over time, we 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 deliberately recognise students 'doing the right thing' before giving any attention to those students displaying undesirable behaviour.
- Botheredness— We are invested in our students' education and lives. We take an interest in growing and supporting the whole student rather than just developing their cognitive abilities.
- Meet, greet, and seat— We want to ensure 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

When students start their journey at CP Riverside School, they will be assigned a Coach. A Coach is a staff member responsible for their coachees' pastoral care and well-being. Each student's Coach will be their biggest champion, praising them when things are going well and supporting and correcting them if needed.

Each coach will build relationships with parents/carers to understand best 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, which aims to support students in becoming the truest, most authentic versions of themselves.

Coaches will also play a key role in building, maintaining, and repairing relationships between their coachees, 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 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 and re-focus time to be taken outside of the classroom
- Preparation for learning conversation using the microscript to aid a successful reintegration

Our micro script has been devised using the principles of connect, correct, and connect again to bring about positive change.

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|---------|---|
| 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 when 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 staff member 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 visit their Coach for the remainder of the lesson. During this time, they can continue learning or unpick the situation with their Coach. Should a student refuse to spend the remainder of the lesson with their Coach, they will be asked to visit U1, our space to help reset students and prepare them for their next lesson. Should a student refuse all options, including U1, they could face suspension for persistent refusal to follow instructions.

Restorative Conversations

All students should be able to repair any damage to equipment, environment or relationships. We do not believe in 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 their behaviour's impact on their learning or that of others.

We support our students in taking responsibility for what has gone wrong and in repairing 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 allow both parties to calmly express how the incident impacted learning, themselves, and others and agree on a clear strategy for moving forward and modifying behaviour.

All restorative conversations are 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 ClassCharts. Recording information allows staff members 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. The information collated feeds directly into our rewards system, internal meetings, along with any discussions or meetings with commissioners and external professionals.

Parents/Carers also have access to ClassCharts, ensuring they can reinforce positive praise and support with any challenges their child may face.

Suspensions

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

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

- Verbal abuse or aggression directed towards another member of the school community
- Where students persistently refuse to engage in support and intervention

Decisions to suspend students are made on an individual basis. Suspensions should always be a reasonable, measured and proportionate 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 readmission meeting.

If CP Riverside School cannot meet the needs of an individual student. In that case, 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 is designed to recognise and praise students' positive choices throughout their time at CP Riverside School. We choose to catch and celebrate students 'doing the right thing' and 'getting it right' rather than directing 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 the correct uniform and when they hand in their items at the beginning of the school day.

Positive Achievement Points

Students can receive an unlimited amount of points for demonstrating a range of behaviours and character traits both inside and outside of the classroom. Staff are to use their professional judgement when awarding positive points and ensure that the distribution of points is consistent.

Students can use the positive points they have been awarded to purchase items from the school's Reward Shop using their ClassCharts app.

Positive behaviour points accrued throughout each term can also 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. Incidents of bullying should always be challenged and never ignored. All instances of bullying must be recorded on our safeguarding platform, MyConcern'. Staff will inform parents/carers 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 taking responsibility for their 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 information 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 there is an immediate threat of danger. Positive handling of students is considered only usually necessary for a small number of incidents. The most appropriate form of positive handling will be used with minimum physical contact and force exerted.

All staff who may be required to use 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 involves a student who has not had a history of requiring physical intervention, the student's Individual Risk Assessment should be updated.
- If the student has a history of requiring physical intervention, a meeting should be convened to determine whether additional support can be implemented to reduce the likelihood of further incidents.
- A member of SLT should contact the student's parents or carers before the child returns home to inform them of the incident.

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

SCREENING AND SEARCHING STUDENTS

Screening of Students

CP Riverside School has high expectations of students and chooses to educate them on the consequences of possessing 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, cigarettes, cigarette papers or vapes
 - ◆ 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 partway through the search, CP Riverside reserves the right to issue an appropriate sanction to the student.

The Principal or searching staff member 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 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.

The Principal will deal with incidents of this nature individually. In 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 2024

(Chair of Governors)

Date: September 2024

Appendix 1: 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.

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| <p>Keeping Things Positive</p> <p>We use the following strategies to ensure CP Riverside remains a positive place to learn</p> | <p>When More is Needed...</p> <p>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:</p> |
| <p>Staff Consistencies Our promise to students</p> <p>Meet, greet and seat - We must welcome every student into every space in school Botheredness - We must show a level of interest in each of our students Calm, consistent & fair - We must consistently praise, support and challenge students First attention to best conduct - We must recognise those getting it right, first Recognition of the extra mile - We must praise those who choose to do more than the expected</p> | <p>Stepped Approach</p> <p>Attempts to de-escalate behaviour will have taken place before using this more formal stepped approach:</p> <p>Reminder of our Ways of Being</p> <p>2-minute preparation time to be taken outside of the classroom</p> <p>Preparation conversation using microscript to aid successful reintegration</p> <p>Microscript</p> <p>The language we use can impact the result we see. We must use language that is most likely to bring about a positive resolution.</p> <p>Connect</p> <p>Good morning/afternoon How are you today? Can you remember how you felt when... 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</p> <p>Correct</p> <p>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.</p> <p>Use of Breakout Rooms</p> <p>Breakout Rooms are where students should work if they cannot win in a classroom, but have shown a willingness to learn elsewhere.</p> |
| <p>Ways of Being What we are looking for</p> <p>Be Prepared to engage, to learn and to laugh as school should be an enjoyable experience Be Progressive in your learning, attendance and behaviour to be 1% better than yesterday Be Proud of yourself, of others and of our school as positive change takes place</p> | <p>Teacher & student to discuss the possibility of working elsewhere</p> <p>Teacher to inform the Roamer using Class Charts</p> <p>The Roamer should identify any available suitable spaces</p> <p>The Roamer should check on the student's progress throughout the lesson</p> <p>Roaming, Coaches and U1</p> <p>A member of staff will roam each period to prevent poor behaviour in corridors, and to support and praise students and staff in classrooms.</p> <p>The Roamer should be called if a student has been asked to or has chosen to leave the classroom.</p> <p>If a student is unable to continue learning or space is not available, the student should be taken to U1 and remain there for the remainder of the lesson</p> <p>Should a student refuse to attend U1, a conversation will be had with the student, their coach & SLT to discuss a way forward. A suspension for refusing to follow instructions may be issued if there is no solution identified.</p> |
| <p>Praise & Recognition How we praise and reward students</p> <p>Verbal praise - We will be specific when letting students know what has gone well Communication home - We will contact home as often as possible to share the wins Class Charts points - We will award Class Charts points for things students have achieved Rewards shop - Students can purchase items from the shop using their Class Charts total Big Trip Reward - Students may be selected for each term's BTR if they consistently achieve</p> | <p>Restorative Questions</p> <p>When a restorative conversation is required to repair a relationship, the following questions should form the framework for the conversation</p> <p>What happened? What were you thinking? What were you feeling?</p> <p>Who has been affected and how? How can we put things right? How can we do things differently?</p> <p>School Redlines</p> <p>Should behaviours identified below be exhibited, the student's time at CP Riverside School will look different and could end with termination</p> <p>Bullying or violence towards a member of our school community Incidents involving drugs or weapons Persistent refusal to engage in support and intervention</p> |
| <p>Character Traits Traits of a CP Riverside School student</p> <p>Confidence</p> <p>Acceptance</p> <p>Resilience</p> <p>Excellence</p> | |



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
for both staff and student

At a convenient time

Before the end of the day
(if possible)

Place

Neutral to affected parties

Connection Room or other
suitable space

Outside if possible
(walk and talk)

Person

Student involved

Staff involved

Coach
(in exceptional circumstances)

Conversation

Solution focussed

Restorative questions

Restorative action
(if appropriate)

Record

Questions asked
Responses given
Restorative action (if appropriate)

On Arbor
(by the member of staff)

Same day as conversation

Review

Following day

Conversation with student

Conversation with member of
staff