

Behaviour Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE



Partnership Learning

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1. Introduction

Staff at Riverside Bridge School are committed to supporting all pupils to build a positive way forward so that all individuals can strive to be independent with managing their emotions and are able to regulate. We understand that pupils may experience difficulties with personal behaviours, relationships and attitudes, and whilst a wider range of behaviours are tolerated, they are always recorded and monitored to support and reteach.

We will do this by:

- valuing every pupil as an individual;
- promoting positive self-esteem and self-advocacy;
- communicating to pupils our belief in their abilities and ambition for their highest possible achievement.
- striving to provide an environment which is structured, caring, safe and free from bullying or any form of harassment;
- promoting early intervention alongside fair and objective consideration of a pupil's needs and empathic, informed and effective management;
- encouraging consistency in the application of the positive behaviour support required by individuals;
- ensuring consequences are appropriate, effective and least restrictive to any behavioural difficulty;
- promoting independence for all of our pupils and for them to function in a positive and individualised learning environment that is inclusive of all learning needs;
- ensuring interventions provide opportunities to learn or improve skills and manage and control their own behaviour;
- encouraging positive relationships with parents/carers and shared approaches to the implementation of behaviour strategies;
- implementing and teaching the Zones of Regulation as a tool for all pupils to develop an understanding of their own emotions and others around them;
- empowering pupils to become independent when selecting the correct strategy to help them manage their own emotions and behaviour;
- referring to and involving external professionals for support and advice, such as EP, health professionals, school counselling and SALT where deemed appropriate and necessary.

2. Aims & Expectations

Positive ethos and climate that supports ALL pupils is always demonstrated. We should plan what we do to fit the pupils' needs and not to try to fit the pupils into what we do.

Behaviour is consistently managed with planned strategies. Zones of Regulation plans are in place for every pupil to reduce risks and guide pupils to the appropriate behaviour and regulate their own emotions.

All work within the school meets legal requirements.

The environment and staff interactions, (e.g. tone of voice, body language used etc.) are carefully planned to reduce the possibility for the pupils' behaviour to escalate.

Staff are able to demonstrate competency and manage the behaviour confidently

All guidelines within this policy are consistently followed.

3. The role of the class teacher and co-educators

All staff are to adopt high expectations of the pupils with regard to behaviour and strive to ensure that all pupils work to the best of their ability. It is the responsibility of class staff to ensure that the aims and expectations of this policy

are upheld in their classes.

The class teams are to work together to ensure that consistent and positive approaches are in place to support the pupils. Examples of this consistent approach are ensuring that individual Zones of Regulation Plans (accessible on their classroom door) are up to date and shared with parents/carers and staff. All members of class team are responsible for the logging of behaviour incidents and their accuracy. All classes ensure that their teaching environment follows the structured teaching environment set up.

Staff must also support each other whenever difficult incidents occur. It is important that if a colleague encounters another who is managing a difficult situation an unobtrusive offer of help should be made. Riverside Bridge School have a “help script” to assist staff during this scenario.

We believe that staff will not implement this policy in isolation but within a school culture of consultation, teamwork and structured referral and a graded reward scheme.

4.The Zones of Regulation Plans




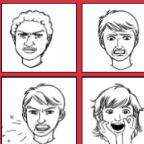
Behaviour perceived as challenging in young people with special needs can often only be understood when recognised as functional, communicative acts, meaningful because they achieve important results for the individual. Underlying causative factors (such as pain or anxiety) may trigger challenging behaviour which is why it is vital that staff are always considering such factors.

The more respectful we are of the individual and the gentler and reflective we are in our approaches, the more responsive our pupils will be to our efforts to support their behaviour change. Good behavioural support helps pupils to learn alternative, appropriate and useful responses and skills and gives them greater control over their own lives. Without such an ethos behaviour support is likely to be coercive and ineffective. Our success in supporting pupil behaviour cannot be judged by the absence of problems but by the way we deal with them. The success of the Zones of Regulation plans depends upon an ongoing and comprehensive support system for staff. Senior members of staff will make themselves available to provide support for individuals or teams who have experienced a particularly challenging situation during the course of the day. Staff to be advised on how to hold a team meeting at the end of the day, including all staff involved in order to discuss, reflect and devise strategies.

5. What is Zones of Regulation?

Riverside Bridge School have invested time into training all staff on ‘The Zones of Regulation’ as a tool to support all pupils with their behaviour. The Zones of Regulation is a conceptual framework used to teach pupils self-regulation. By teaching this system, pupils are able to better understand the different types of emotions and states of alertness, which then enables them to better communicate how they are feeling. The Zones of Regulation also teaches and provides them with different tools/strategies that they can use to help them move between zones- with or without support of an adult. We share this tool with our parents/carers and external professionals so that we ensure the pupil receives a consistent approach both inside and outside of school. This is now incorporated in the home communication books so that school and home use this tool to communicate.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

At Riverside Bridge School, each pupil will have their own pupil personalised Zones of Regulation Plan, which will follow them throughout their journey at school as a way in which to share behaviour strategies with all staff who may work with them. The Zones of Regulation Plan is linked directly to ‘The Zones’ tool and clearly outlines what the behaviours look like, what this means for the pupil (why the pupil might be displaying such behaviours) and what their staff should do to help support them.

The Zones of Regulation Plan is updated and reviewed regularly by the class team which allows for a functional analysis approach of the behaviours and for

all staff to be involved in the implementation of the behaviour strategies and support.

The goal of the Zones of Regulation Plan is to help all our pupils:

- learn about and understand their emotions and the emotions of others;
- learn effective behaviours which will assist them in reaching their own personal and educational targets;
- learn to make positive choices and as independent as possible;
- minimise behaviours that put them and others at physical and emotional risk;
- minimise behaviours that could lead to physical interventions (Team Teach holds).

6. Use of Additional Rooms

Guidance within The Department for Education- Behaviour in Schools Advice for headteachers and school staff February 2024 -

Withdrawal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- to allow the pupil to regain calm in a safe space.

Withdrawal should be distinguished from the use of separation spaces (sometimes known as sensory or regulation rooms) for non-disciplinary reasons.

At Riverside Bridge School, we focus on the strategy of withdrawal where regulation is needed. Withdrawal is an acceptable strategy where a pupil is removed from a difficult situation and accompanied while they calm down. The focus of this planned response that all staff are trained in, is to help support pupils with their regulation.

6.1 Regulation Rooms

The aim is for the room to be “preventive” approach upon seeing the ‘*bubbling*’ signs of dysregulation, not “reactive” to physical/challenging behaviour.

The room must have:

- the ‘*Regulation*’ Room banner must be displayed above the door;
- a transitional “match” on the door for symbols/objects of reference;
- the Zones of Regulation tool displayed at the door which pupil checks in to before entering;
- a structured teaching environment throughout;
- items/activities structured inside linking to the zones;
- an end point involving the pupil checking back in with the zones of regulation wall chart before coming back to the learning area.
- a log sheet so we can measure the usage and effectiveness of the room.

6.2 Quiet Learning Rooms

The aim for the room is to continue learning in a quieter environment as part of the daily routine or when children need it to concentrate and continue learning before they feel too dysregulated to continue.

The room must have:

- The ‘*Quiet learning room*’ banner above the door.
- a transitional “match” on the door for symbols/objects of reference;
- the Zones of Regulation tool displayed at the door which pupil checks in to before entering;

6.3 Sensory circuit rooms

This type of room is decided by class team, behaviour team and OT in collaboration to design the most appropriate set up for the pupils.

7. Logging and tracking behaviours

Sleuth is an electronic behaviour tracking system which records and produces behaviour data. Riverside Bridge School believes that behaviour tracking is key to successful behaviour management and intervention. All staff are able to log behaviours and pull their class data so that they can pro-actively support behaviour. For example, staff are able to look for patterns or common antecedents in their behaviours which may result in implementing a planned strategy to help reduce the behaviours.

8. Post-Incident support

Riverside Bridge School staff understand the importance of post incident support with a pupil following on from a serious behavioural incident, and where a Team Teach physical intervention has taken place.

The aim of this is to:

- improve emotional intelligence
- show that we care
- find out what happened
- support mental health
- learn better ways
- check welfare
- build / Rebuild positive relationships
- improved communication
- closure

9. Fostering positive behaviours and attitudes

To foster positive attitudes, we aim to:

- reinforce pupils' self-esteem, good qualities and efforts through a pastoral and curricular structure;
- support pupils so that they are able to fulfil their social and academic potential;
- develop sensitivity and tolerance in personal relationships and the ability to get on well with other people in all walks of life;
- foster positive values and a constructive outlook towards themselves and others;
- develop self-awareness, self-respect and self-confidence;
- develop pupils' understanding that through their efforts they can and will succeed;
- create and maintain a supportive school environment which respects differences of race, sex and culture and fosters equality.

Riverside Bridge School House System

Riverside Bridge School has a School House System. The House System consists of four houses that all staff and pupils are divided into. Pupils and staff alike earn house points throughout the year towards the house shield that is awarded to the house with the most points at the end of the academic year.

Our four houses were picked by members of our student council. The student council decided our four houses would represent famous individuals from Barking and Dagenham.

Our houses are: **Moore House** **Leonard House** **Frost House** **Solomon House**

Pupils gain points through varying achievements, some of which are shown below:

REASON FOR AWARD	POINTS
WOW WORK	1
EXCEPTIONAL EFFORT	1
SHOWING PERSEVERANCE	1
CREATIVITY	1
POSITIVE ROLE MODEL	1
SHARING	1
DISPLAYING A CORE SCHOOL VALUE (Inclusion, Independence, Resilience, Respect, Achievement)	2
MAKATON CHAMPION	5
STAR OF THE WEEK	5
CONTRIBUTION IN SPORTING EVENT	10
HEAD OF HOUSE AWARD	20
HEADTEACHER AWARD	20
JACK PETCHEY AWARD	100

Reward Systems

Riverside Bridge School believe that it is of utmost importance to show emphasis on and reinforce all positive behaviours. Positive behaviours and achievements are encouraged through rewards systems. All pupils at Riverside Bridge School are seen as individuals and have individual needs which therefore means that we must ensure that the rewards that are given are appropriate to the pupil receiving them.

Some pupils may understand the concept of a reward chart but for some, a reward system/chart can create added pressure and anxiety for the pupil and therefore might not be an effective tool. Reward charts can be personalised for each pupil (e.g. using cars as tokens instead of stars because that is what they are interested in). Some pupils may also be able to self-reflect and say whether they think they have met the success criteria enough to earn a token.

Responsibilities

Pupils who have been showing consistent positive behaviour can be given certain responsibilities around the classroom and the school in order to recognise this. Depending on the pupil, this could include writing the date on the board, delivering messages/ items to the office, handing out resources, being a messenger, etc. These responsibilities can help pupils feel a sense of achievement and encourages them to take responsibility of their own behaviour and learning.

Positive reinforcement

Positive reinforcement is generally the most effective behaviour management strategy in dealing with challenging behaviours of pupils with autism. It can also be used to help pupils with autism to learn new behaviours, from life skills through to alternatives to repetitive behaviours. Positive reinforcement is an incentive given to a pupil who complies with some request for behaviour change. The aim is to increase the chances the pupil will respond with the changed behaviour. Positive reinforcement is given immediately after the desired behaviour has occurred so that it will shape the pupil's future behaviour. All staff receive training on this as a behaviour management tool and is often referred back to during weekly Behaviour Training workshops for all staff.

Sanctions

In certain circumstances, it may be appropriate to use sanctions, but positive interventions should always be the first approach. All sanctions and determining the correct level of sanction must be carefully considered as the most important factor is that the pupil is aware and has the level of understanding to learn why the behaviour is not appropriate and what the sanction involves.

The pupil will be taught around the nature of their behaviour and the reason why a particular behaviour is inappropriate. Staff are empowered to be responsive when implementing minor sanctions and to take responsibility for managing this level of behaviour support planning/intervention.

Immediate verbal sanctions

Telling a pupil that what they have done is not good as soon as the behaviour is seen. It is useful to tell or show the pupils what they should be doing instead. These sanctions should only be used where there has been risk involved with the behaviour.

Break Times

For our more formal learners, it may be reasonable and appropriate to have time taken off the pupils' break times if the teacher feels that their behaviour is not showing what is expected of them or if they are so dysregulated that their behaviour could be a risk to themselves or others during this period. This time should be used for the pupil to carry on with the activity/learning where relevant.

The Key-Working Room

This classroom has been set up for pupils who are not coping in their main class setting and who are finding it difficult to engage with and access their learning due to high levels of challenging behaviours. This classroom is overseen by the AHT Behaviour Lead and is an intervention-based classroom which follows a clear structured teaching environment and has a higher ratio of staff to pupils. The aim of this class is to focus on the behaviours being displayed, explore deeper the possible antecedents to embed strategies for all pupils, with the hope to see a significant improvement with the level and total numbers of behavioural incidents. Behaviour and attainment for the pupils within this classroom is assessed and discussed on a termly basis (or as and when needed) with the AHT Behaviour Lead. Once the pupil has made significant and consistent progress, they are able to transition back to a main class.

10. Suspensions/Fixed term and Permanent Exclusions

Riverside Bridge School follows the Department for Education guidance on exclusions. As a school, we will always endeavour to seek further advice from external professionals when considering any suspension/exclusion e.g. the borough inclusion office, SALT, EP, social services and virtual schools.

All of the information within this section of the policy has been taken from the Department for Education ***'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'***- Guidance for maintained schools, academies, and pupil referral units in England September 2023.

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. The leadership team supports the staff by implementing the policy and setting the standards of behaviour.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent

exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. Schools and local authorities should not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access alternative provision which will help ensure an excluded pupil remains engaged in education. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it.

The headteacher's power to suspend or permanently exclude

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Suspensions

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom.

The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Permanent Exclusions

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

11. Our response to bullying

Riverside Bridge School has a 0% tolerance to bullying. Whilst it can be said that some pupils may not understand what is meant by the term bullying, it is accepted that some pupils are potentially capable of bullying. It is the responsibility of

all staff to act quickly and appropriately in the event of bullying. The behaviour lead is to be notified instantly and a conversation with all pupils involved is required by the end of the day where possible) followed by a phone call to all parents. Pupils are to be given protected time away from class to express their understanding and knowledge of what bullying is and learn more about this. These behaviours will all be recorded on Sleuth and referred to Behaviour Lead, who will create and lead on an appropriate intervention plan. Where possible, a “repair and rebuild” intervention plan will be completed in order to support both the perpetrator and the victim.

Such things as deterioration of work, spurious illness, isolation, the desire to remain with adults and reluctance to come to school may be symptomatic of other problems but may also be early signs of bullying.

Staff will positively promote a no-bullying approach through:

- logging all behaviours via Sleuth and identifying any patterns of targeting;
- notify the behaviour lead of bullying as soon as this has occurred with urgency;
- being punctual for lessons and duties around the school;
- promoting self-discipline and good behaviour e.g. using praise to “catch potential bullies doing things right”, reinstating favoured activities as a pupil makes progress;
- praising co-operative and non-confrontational behaviour;
- responding to and following up all incidents consistently;
- offering the victim immediate support and dealing with the bully by instigating relationship repair plan (where possible);
- ensuring that all repeated or serious incidents of bullying are reported to the Head Teacher and all injuries are reported to the Head Teacher through the Accident/Injury/ Incident forms if not also directly;
- helping both the victims of bullying and the bullies themselves raise their self-esteem through activities that are designed to improve their standing;
- discussing bullying in PSHE sessions, where group discussion is possible;
- promoting relationships and opportunities for pupils to share concerns with adults
- promoting and raising awareness of ‘anti-bullying week’ within school
- creating and implementing the Bridge Buddy team across the school

12. Physical Intervention

The Department for Education- Behaviour in Schools Advice for headteachers and school staff February 2024:

“The use of reasonable force (detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies). Headteachers and all school staff should read this guidance. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.”

Staff should refer to the related policy ‘Restrictive Physical Intervention’ for further guidance.

Strategies of physical intervention in the support of pupils with challenging behaviour should always be viewed as the final recourse. Physical intervention is defined as the positive use of force in order to protect a person from harming themselves, or others, or causing substantial property damage. In circumstances where the need for physical intervention is necessary, reasonable and proportionate, Team Teach trained staff will use physical intervention as part of a response to the pupil.

13. Partnership with parents/carers

Our aim is to work collaboratively with parents. Parents will be made fully aware of the school’s expectations in respect of behaviour, codes of conduct and regulations, and have the opportunity to discuss and resolve problems faced by their child at school, freely and openly with relevant staff.

Zones of Regulation plans are shared with all parent/guardians and are sent home to be signed to say they have been received and read. Where parents do not agree with a behaviour regulation plan, the class team will arrange a meeting to discuss the plan with parents and amend where appropriate with the support of the behaviour lead (when needed).

Our aim will always be to establish an equal partnership between parents/carers and staff in relation to all areas of pupils' development thus enabling our pupils to gain maximum benefit from their school life.

When managing behaviours at Riverside Bridge School, we will not:

- humiliate
- embarrass
- shout
- harass and blame
- take our feelings out on the pupils
- argue
- frighten
- stand too close
- point at

The following are prohibited sanctions and will not be used by staff at Riverside Bridge School to manage behaviour:

- withholding sustenance and force-feeding;
- withholding of basic physical comforts such as warmth and appropriate clothing;
- inappropriate use of medication;
- use any unacceptable forms of physical intervention identified in our [Physical Intervention Policy](#) as follows:
 - any physical intervention designed to cause pain or injury;
 - any form of corporal punishment, slapping, punching or kicking;
 - holding by the neck or collar, or otherwise restricting the ability to breathe;
 - holding by the hair or an ear;
 - twisting or forcing limbs against a joint;
 - tripping up a pupil;
 - holding an arm out at neck or head height to stop them;
 - holding a pupil face down on the ground or sitting on them;
 - shutting or locking a pupil in a room, except in extreme situations for short periods of time whilst help is obtained
 - force beyond what is needed to set a situation right, however aggrieved or cross a member of staff may be;
 - seclusion where a pupil is forced to spend time alone against their will except for short periods of time in extreme situations whilst help is obtained;
 - physical interventions used to achieve a search of clothing or property.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint