



Behaviour Policy

Two Rivers School

Implementation date: October 2009

Review date: Summer 2020

Next Review: Summer 2021

Introduction

This policy has been developed to reflect the requirements of Section 89(1) a-e of the Education and Inspections Act 2006 and also Section 110 and 111 of the School Standards Framework Act 1998. It also sets out the legal duties under Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN). This policy is reviewed every year in accordance to the most recent guidance from the Department of Education (January 2016).

Aims

At Two Rivers School we aim to:

- Ensure the safety and wellbeing of all pupils and, as far as is possible, protect them from harm, including self-injury.
- Give all pupils the best opportunity of being accepted into the community and into society by teaching them what is acceptable and what unacceptable behaviour is promoting British Values.
- Provide the best opportunity for learning by reducing barriers created by unacceptable behaviour.
- Encourage our pupils to take care of the physical environment and have respect for their own and others' belongings.

Our Approach

In order to help our pupils develop into well-adjusted and responsible members of society we need to take a *consistent* approach to behaviour in which we:

- Set appropriate boundaries/targets.
- Use a wide range of strategies to encourage and positively recognise acceptable behaviour.
- Provide meaningful and personalised consequences to discourage unacceptable behaviour.

By taking such an approach our pupils will learn to predict the outcomes of their behaviour and therefore be in a better position to make good choices regarding how they behave.

School Code of Conduct

At Two Rivers School the whole community should:

Be considerate

Be respectful

Be hard working

Be sensible

Be prepared

See Appendix 1 for more details. Also attached as Appendix 2 is the modified code 'Golden Rules' for use with Primary pupils.

In addition to the general school ethos, teachers will set individualised rules and routines which apply in their classrooms as appropriate.

Responding to Behaviours

Positive and appropriate behaviours should be acknowledged and reinforced appropriately. Negative and inappropriate behaviours should also be acknowledged, and it is vital that these are recorded. The daily diary, SIMS, PROACT-SCIPr-UK® recording books, incident recording book at Primary School and telephone conversations with parents/guardians are vital in sharing information to ensure appropriate level of monitoring and evaluating the behaviour.

We believe that every student is unique. We have developed Individual Behaviour Support Plans that are created for students who have presented challenging behaviours. These plans set out strategies to prevent, deal with and discuss negative incidents. (See Appendix 3 and 4 for High School and Appendix 3 and 5 for Primary School.)

Positive reinforcement

- Verbal praise.
- Celebrating good work, good behaviour & achievement in assemblies.
- Going to see the Headteacher / SLT.
- Headteacher Awards at Primary.
- Vivos given to a whole class or individuals (High School).
- House Point System.
- Positive home communication, textual or verbal.
- Curriculum Awards.
- Superstar Learner (Primary)

Consequences for inappropriate behaviours

- Verbal reprimand.
- Withdrawal from activity/group.
- Time-out / Countdown.
- Detention (Morning or lunch – however pupils must be allowed to eat lunch) / completing work missed.
- Taking uncompleted work home to finish. (High School)
- Communication with home.
- A Behaviour Monitoring Diary.
- Working in isolation - supervised (at High School).
- Fixed term exclusion.

(The consequence must be appropriate to the behaviour and also appropriate to the pupils' level of understanding).

At Two Rivers School our aim is to promote independence and becoming citizens who respect British Values. We believe that a differentiated approach to positive reinforcements and consequences for inappropriate behaviour will enable our students to progress to adulthood.

	Rewards	Sanctions
PRIMARY	Trips out Golden Time Special Privileges – helpers in class, extra play or computer time during breaks House points and Headteachers Award Reward Boxes and Tokens – prizes to take home Report card systems/stickers Superstar Learners	Removal of rewards ie, Golden Time Removal of privileges or playtime Time Out Removal from activities Fixed Term Exclusion Teaching calming strategies to enable behaviour change.
Year 7/8	Trips out Golden Time VIVOs Café Visit Praise Postcards Film Time Prize Box Nurture Therapy Time	Removal of computer access Loss of lunchtime or after school clubs Detention - 1:1 time Repairing damage Isolation PCSO involvement (with parental agreement) Fixed Term exclusion
Year 9/10	Verbal Praise Informing parents Written note for parents VIVOs Certificates Treat/reward time	Losing free play time Break or lunchtime detention Communication with home Report to SLT PCSO involvement (with parental agreement) Fixed Term Exclusion
Year 11+	11+ privileges Off Site Privileges (only available with parental permission) Independent Travel VIVOs Trips out	Filling in behaviour log Writing letters of apology Detention for lost time Losing privileges (going out to shops, using relax area for 11+) PCSO involvement (with parental agreement) Fixed Term Exclusion
SLD	Sensory Activities Access to favourite activities Treats	Completing missed work while other students are doing something else Fixing broken things (equipment, display) Removing the attention from staff Clear "no"

In addition to the above High School have introduced a Tiered approach to different behaviours. This regulates the level of response with an emphasis on empowering staff to maintain positive behaviour for learning. (Appendix 6)

Critical incidents

Staff at Two Rivers School have a duty of care to ensure that all members of our school community are safe.

The PROACT SCIPr-UK® (**Positive Range of Options to avoid Crisis and use Therapy Strategies for Crisis Intervention and Prevention revised for UK**) approach, in which all staff members are trained, is used to manage violent and / or extreme behaviours.

Where a pupil requires support from a physical intervention either as part of a Behaviour Intervention Programme or in response to a situation which puts themselves, others, or property at risk only PROACT SCIPr-UK® techniques or adapted techniques based on the principles of PROACT SCIPr-UK® will be used. Please refer to Physical Intervention Policy.

Staff have the right to search pupils and their belongings and confiscate items which could harm. In these circumstances parents will always be informed. If a pupil is misusing a mobile phone, which is likely to cause distress to any member of the school community, the student will be asked to deposit it in the main office, it may be confiscated and parents will be called to collect the phone.

On Primary School site children are not permitted to bring mobile phones to school.

Staff take responsibility for pupils' safety during the school day and within the school boundary, however staff do have the power to discipline beyond the school gate. If an incident occurs that is reported to the school the relevant parents/carers will be notified.

Action will be taken against pupils who have been found to have made malicious accusations against school staff, and measures will be put in place to prevent any further incidents.

Pupil support

All pupils have the opportunity to discuss concerns about their behaviour or the behaviour of others to the School Council, which allows the pupil voice to be heard, or their form tutors/class teachers. Teaching Assistants and our School Counsellor can also support pupils.

Pupils who exhibit challenging behaviours will have an Individual Behaviour Support Plan which is designed to support the pupil and decrease the severity and frequency of incidents.

Pupils who require extra support for their behaviour are able to access, if appropriate:

- Holistic Therapies (Relaxation techniques, Reiki, Indian Head Massage).
- Music Therapy.
- Counselling.

- Drawing and Talking Therapy (Primary School).
- One to one support (Reintegration into school, support during unstructured times and structured times).
- Nurture Groups.
- Referrals to Multi Agency support (CAMHS, Independent Futures, Learning Support Team (LST), Midlands Psychology, Individual support from an Educational Psychologist).
- Forest School.
- Lego Therapy.

Staff Support

Staff attend an initial two-day workshop for PROACT SCIPr-UK® training as soon as possible after appointment, all members of staff attend a refresher course once a year. Staff also have the opportunity to attend training events in school and out of school as appropriate and have the support of the link person in school.

Pupil IBSPs are written with support from the Behaviour Coordinator. At High School this is in consultation with the form teacher as well as parents and carers. At Primary School it is the staff team working with the child i.e Teaching Assistants etc, parents are then invited to discuss the plan. Regular monitoring takes place. This process is designed to help not only the pupil, but also the staff, parents and any Multi-agencies involved.

It is accepted in school that a pupil with challenging behaviour is not just the responsibility of an individual teacher but is the responsibility of all staff. It is acknowledged that each staff member will feel differently about dealing with a pupil with challenging behaviour. It is up to each staff member to make their feelings known and seek advice from the Senior Leadership Team (SLT) / Behaviour Coordinator.

It is also acknowledged that in dealing with a difficult situation staff will feel differently and will have different ways of coping. All staff will have the opportunity to de-brief after an incident.

Working with Parents/Carers

Parental co-operation is vital in fostering the good behaviour of pupils. For this reason, tutors and class teachers are encouraged to maintain regular contact with parents. The Primary School has a link for parents via a home/school liaison book and a Parent Support Group. However, if parents feel that their needs have not been resolved then a complaints procedure is in place, in order for a positive outcome for all parties involved.

Parents are always informed by a member of the SLT if a pupil has been physically supported, or a critical incident has occurred without physical intervention. A meeting will be offered in order to discuss appropriate behaviour and behaviour plans, as well as support for parents if necessary.

At Two Rivers School it is the role of the Pastoral Assistant Headteachers to develop closer links with parents and also liaise with other agencies where appropriate.

The Behaviour Co-ordinators at Two Rivers School are Graham Hudson (High) and Collette Harding (Primary).

APPENDIX 1



Code of Conduct for Pupils

Two Rivers School

Implementation date: October 2009

Review date: Summer 2020

Next Review: Summer 2021

At Two Rivers school we all try to:

Be considerate

Be respectful

Be hard working

Be sensible

Be prepared

This means that we expect pupils:

1. To be polite - to teachers, support staff, other children and visitors – and to respect the authority of the adult in charge.
2. To listen to adults and each other in lessons and in assemblies and to consider each other's feelings.
3. To walk around the school quietly and calmly.
4. To take a positive role in all classroom activities and to try as hard as they can.
5. To wait their turn to talk to members of staff and to each other.
6. To value each other's work.
7. To work and play co-operatively with each other.
8. To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to").
9. To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
10. To be able to say/indicate sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
11. To care for the school and its equipment and to report any damage or graffiti they see.
12. To feel responsible for giving a good impression of themselves and the school both within and outside the school.

In return pupils can expect staff:

1. To listen to them and to hear their point of view.
2. To be polite and to address them in a reasonable tone of voice.
3. To value all aspects of their achievements.
4. To be as fair and consistent as possible when they have misbehaved.
5. To ensure their environment is safe.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground and corridors well.
10. To trust them and to care about them equally.
11. To treat them as individuals and to take an interest in their lives.
12. To see each day as a fresh start.
13. To ensure safeguarding concerns are passed to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

Two Rivers Primary Golden Rules

1. Be a good friend – listen to adults and friends, tell the truth, be kind and caring
2. Work hard – Always do your best
3. Take care of our school
4. Learn from mistakes – what could you do better next time?
5. If things go wrong ask for help

5 Golden Rules

1 = =

1. Be a good friend - listen to adults and friends, tell the truth, be

kind and caring

2
 2. Work hard - Always do your best

3
 3. Take Care of our school

4
 4. Learn from mistakes - what could you do better next time?

5
 5. If things go wrong ask for help

10 WAYS THAT PARENTS/CARERS CAN HELP

1. Read and support this policy. Let your child know the standard of behaviour you expect – and how hard you expect them to work.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps the rules when they are with you in school or on an outing.
4. Help your child to be on time and to remember anything they need for school (P.E kit, swimming kit etc)
5. Check for and read the newsletter and other letters that come home from school so you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child But bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
8. Try not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
9. Be positive with your child and reward them for the good things they do at school.
10. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.

APPENDIX 4

Individual Behaviour Support Plan

Name:

Date:

Review Date:

I ndividual	<u>Describe young person's strengths, interests, motivating factors and reinforcers.</u>		
	<u>Medical Conditions.</u>		
	<u>Relevant background information.</u>		
B ehaviour	<u>Behaviours that a young person exhibits in order of the impact on learning and group dynamics – what are the possible triggers and functions of each behaviour.</u>		
	<u>Low impact</u>	<u>Medium impact</u>	<u>High impact</u>
S upport	<u>How do we support the young person to prevent the behaviours?</u>		
	<u>Therapy and outside agencies</u>		
P lan	<u>What do we do when the behaviours occur? List the strategies for Low, Medium and High levels of behaviour.</u>		
	<u>Proact SCIPr strategies?</u>		
	<u>What consequences will be appropriate for this young person?</u>		
	<u>How do we discuss the incident with young person?</u>		

APPENDIX 5

Individual Support plan SUMMARY SHEET

PUPIL	CLASS:	DATE:
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WHO

Interests strengths?

WHAT

Behaviour:

Nature of Risk

	Nature of risk	Degree of risk		
		Severity intensity	Frequency	Overall level of risk
To the person				
To others				
Property				

WHY

HOW

POSITIVE SKILLS

Behaviour management systems.

Record in SIMS ALL events

Incident support systems-Direct Action

Incident Support	
PROACT-SCIPr-UK® Interventions	Calming strategies, De-escalation, Distraction, Re-direction, Withdrawal or Moving away and Emotional Holding.
Physical Interventions specific	Interpositioning, Physical Intervention – in this instance XXX

All staff are trained in PROACT-SCIPr-UK® and within this IBSP reference has been made to the interventions in place for **XXXXX**

All **physical interventions** are reported to Parents/Guardians and a written record is kept by the Behaviour Coordinator (Collette Harding).

Information, support and advice can be gained from the Behaviour Coordinator (Collette Harding).

All incidents to be recorded in SIMs.

Review date	
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BEHAVIOUR MANAGEMENT SYSTEM

AT TWO RIVERS HIGH SCHOOL

GENERAL INFORMATION ABOUT DISCIPLINE IN A CLASSROOM

It is a process to enable students to come back on task with their learning, allow self-control and give a sense of 'choice' over their own behaviour. However, discipline technique is not an answer in itself. Technique is only as good as the human relationship in which it occurs.

REASONS WHY STUDENTS CAUSE DISRUPTION

- Boredom
- Fun
- Immaturity
- Inability to complete the task
- Work is too hard or too easy
- Opposing the teacher
- Wrong balance: rewards – sanctions
- Low tolerance to frustration or emotional issues
- Learnt responses

GENERAL STRATEGIES

1. Avoid confrontation, state clearly what's expected and give time to respond. Always follow up to check if this task has been completed.
2. Non-verbal behaviour – powerful factor in our classroom management style. E.g. eye contact, proximity, tone of voice, tactical pauses, body language (big gestures as well as micro body language)
3. Tactical ignoring – ignoring the student's off task behaviour until she stops seeking attention in that way and elects to seek it in socially appropriate ways.
4. Diversions and distractions – preventing potential or likely problems from getting out of hand through giving a job, having work available for early finishers, offering additional activities, change of seat or environment.

STUDENT PROFILE

Student:

Teacher:

Date:

1a	Explain how the student enters the classroom.	
1b	Explain how the student exits the room at the close of a lesson.	
2a	Explain the students' preparedness for work.	
2b	Describe the general ability level of the student.	
3	Explain the behaviours of this disruptive student. Give a recent example.	
4	How are the disruptive behaviours dealt with? Give a recent example of the steps taken to deal with these behaviours.	
5	How are the appropriate behaviours dealt with? Give a recent example of the steps taken to reward these behaviours.	
6	How often would disruptive behaviour be referred to someone outside of the classroom? Give a recent example.	
7	Does the student understand the class rules? Explain why you think this is so.	
8	Describe the quality of student's work.	
9	How often is the student's work marked?	
10	What procedures are put into place when work is not at an appropriate level?	

11	Has your experience with this student included confrontation? If so, explain that last confrontation and how it was resolved.	
12	Is this student seated in a special place within the class?	
13	Does the student in this class stay in their seat? If not, what measures are put in place to ensure they do?	
14	Think of the last lesson which didn't go as planned due to student behaviour. Is there any correlation between lesson planning and student behaviour?	
15	Are there any other salient comments you can make about this student?	

CLASS PROFILE

Class:

Teacher:

Date:

1a	Explain how students enter the classroom.	
1b	Explain how students exit the room at the close of a lesson.	
2a	Explain the students' preparedness for work.	
2b	Describe the general ability levels in this class.	
3	Explain the behaviours of the most disruptive students. Give a recent example.	
4	Explain the behaviours of the least disruptive students. Give a recent example.	
5	How are the disruptive behaviours dealt with? Give a recent example of the steps taken to deal with these behaviours.	
6	How are the appropriate behaviours dealt with? Give a recent example of the steps taken to reward these behaviours.	
7	How often would disruptive behaviour be referred to someone outside of the classroom? Give a recent example.	
8	Do the students understand the class rules? Explain why you think this is so.	
9	Describe the quality of students' work.	

10	How often are the students' books marked?	
11	What procedures are put into place when students' work is not at an appropriate level?	
12	Has your experience with this class included confrontation? If so, explain that last confrontation and how it was resolved.	
13	Does this class have a seating plan?	
14	Do the students in this class stay in their seat? If not, what measures are put in place to ensure they do?	
15	Think of the last lesson which didn't go as planned due to student behaviour. Is there any correlation between lesson planning and student behaviour?	
16	Are there any other salient comments you can make about these students?	

TIERED APPROACH TO MANAGING BEHAVIOURS

Tier 1

Classroom based interventions

- **Low level behaviour:**
- not following instructions
- not completing the work
- negative attitude
- lack of participation
- off-task non-disruptive
- poor self esteem
- unable to work independently
- sadness
- unfocused
- unmotivated

Tier 2

May require change of room or staff

- **Medium level behaviour:**
- being confrontational
- being defensive
- anxiety
- being defiant
- name calling
- inappropriate language
- lack of social skills
- poor coping skills
- off-task disruptive
- leaving the room
- upset/crying

Tier 3

May require assistance from SLT

- **High level behaviours**
- physical aggression
- bullying
- damage to property
- tantrums
- out of control
- self-harming

TIER 1 INTERVENTIONS

BEFORE YOU START, A FEW IMPORTANT POINTS:

- Try multiple interventions.
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time.
- Monitor how successful the interventions are.
- If you feel these interventions are not successful after 4 weeks, try to use the other ones.

BREAKS

- Break, moving position in class
- Have student take frequent breaks or activity

CONSEQUENCES

- Avoid power struggles
- Card Flip
- Logical consequence

PRAISE

- The Praise Game
- Praise when good attitude and involvement occur

REWARDS

- Rewards, Simple Reward Systems, & Incentives
- Call parent or positive note home

OTHER

- Assign a Buddy or Partner
- Draw A Picture Or Write In A Journal
- Structured Routines
- Non-Verbal Cues
- Engage Student

TIER 2 INTERVENTIONS

- CICO
- Individual and Visual Schedules
- Peer Tutoring
- Reward System
- Self Monitoring
- Sensory Tools
- Social Stories
- Conflict Resolution Skills
- The Praise Game

TIER 3 INTERVENTIONS

- No Passing Time
- Daily Behaviour Form
- Sexuality, Sexually Inappropriate and Sexualised Behaviour
- Time Out
- Structured Breaks

SIMS BEHAVIOUR RECORD

GOOD PRACTICE IN RECORDING BEHAVIOURAL INCIDENTS:

- Be factual, avoid interpretations
- Always put all information about the incident
- Pick information from drop down lists (activity, location, time)
- Use abbreviation for staff's names
- Use initials for other students involved
- Check spelling
- Make sure you record students involved
- Use ABS

A ntecedents

What was happening before the incident, what may have caused the behaviour, have there been any arguments beforehand that involved the student.

B ehaviour

What exactly was happening. Please provide factual information. If at all possible please describe the severity.

S trategy

What strategy has been used to deal with the incident, what action was taken initially to deescalate the situation.

1 Details

Type Points Defined

Type Of Bullying

Additional Types

Description	Points

New
 Delete

Activity Location

Date Time

LOS / Comments

A B S

Recorded On Status

Recorded By

2 Other Staff Involved

Name	Role
Pawlowicz Michal	

New
 Open
 Delete

3 Students Involved

Name	Role	Year	Reg	House	Points	Detention

New
 Open
 Remove