

Riverside Primary School



**Riverside
Primary
School**



Attachment Aware Behaviour Regulation Policy

This policy was reviewed: September 2022

Signature: *C Carr* (Chair of Governors)

Signature: *C Lahive* (Head Teacher)



Vision Statement:

Riverside Primary School is committed to the emotional mental health and well-being of all members of the school community. We wish to create an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As members of our community, we adhere to the values of being: 'Kind, Safe and A Great Learner.'

Aim of the behaviour policy

We recognise that understanding our emotions is a key aspect of managing behaviour. The aim of our Attachment Aware Behaviour Regulation Policy is to bring our whole school community together to adhere to some basic key principles and practices:

- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To provide clear guide for children, staff and parents of expected levels of behavior.
- To provide a consistent and calm approach.
- All adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour.
- To use restorative approaches instead of punishments.

All staff must:

- Take time to welcome students at the start of the day.
- Be at the door of their teaching rooms at the beginning and end of each lesson.
- Never walk past or ignore students who are failing to meet expectations.
- Always redirect students by referring to our core values: 'Be Kind, Be Safe and Be a Great Learner.'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/beads.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support teachers in managing students with more complex or challenging behaviours.



Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all students.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by students.
- Demonstrate unconditional care and compassion.

Students want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.

Behaviour for Learning

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules 'Be Kind, Be Safe, Be a Great Learner,' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behavior.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Kind 2. Be Safe 3. Be a Great Learner	1. Daily meet and greet 2. Lovely Lines 3. Wonderful Walking	1. Recognition boards 2. Home contact 3. Postcards 4. HT/SLT praise 5. Hot chocolate Friday

Focus: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Ordered line-up. Wonderful Walking around School.	Consistent Language: I've noticed... You can impress me by... I know you can... Show me you can... Thank you for listening...
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Stepped Boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message

Step 1:

REMINDER: I noticed you chose to ... (noticed behaviour) This is a REMINDER that we need to Be (Kind, Safe and a Great Learner), You now have the chance to make a better choice. Thank you for listening.

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

Step 2:

WARNING: I noticed ... (noticed behaviour) This is the second time I have spoken to you. If you choose to break the rules again, you leave me no choice but to ask you to go to the reflection area ... I know you will make the right choice. Thank you for listening.

Example: 'I've noticed that you still haven't started your work yet. At Riverside, we expect you to be a great learner. You are breaking this rule. You can impress me by starting your work. If this continues, you'll have to work in our reflection area. Thank you for listening.'

The learner has a choice to do the right thing.

Step 3:

LAST CHANCE: I noticed you... (noticed behavior/ rule broken) This is the third time I have spoken to you. (Learner's name), Do you remember when ... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully because this is your last chance. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.

Example - 'I've noticed that you haven't started your work yet. I did warn you that if this continues you'll have to go to our reflection area. Remember when you completed all of your work in maths and you were a great learner. Show me you can do this now because this is your last chance. Thank you for listening.'

Step 4:

REFLECTION AREA/ RESTORATION: I noticed you chose to ... (noticed behaviour) You need to go to the reflection area with your work. Playground: You need to stand in the reflection area. I will come and speak to you in two minutes.

Example - 'I've noticed that you continue to break our school rule of being a great learner. I need you to move to the reflection area with your work. Thank you for doing this.'

FOLLOW UP, REPAIR AND RESTORE

1. What happened? (Neutral, dispassionate language.)
2. Who was affected by these actions?
3. How were they affected?
4. What can you do to make things right?
5. What can you do differently next time?

*Remember, it is not the severity of the sanction; it is the certainty that this follow up will take place that is important.



Step 5:

EXTERNAL REFERRAL

This only applies if either: a. The learner refuses to engage with reflection area or b. A serious breach is committed by a learner that may result in a fixed-term exclusion. A member of SLT must be called to collect the learner. The teacher should provide work. The teacher must log the incident on CPOMS. A reconciliation meeting should take place before the next lesson. If the learner does not attend or does not engage with the reconciliation then an SLT sanction will be issued, assuming the procedure has been followed.

Sanctions:

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS, at the staff member's discretion.



BEHAVIOUR PATHWAY

Reminder

Warning

Last Chance

Reflection Area /Reparative Conversation

Sent to HT/SLT

Parents Phoned

Parents Called To School

Seclusion

Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans' that can be found in Appendix A. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. Appendix B. The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form). This can be found in Appendix C.

Exclusions will occur following extreme incidents at the discretion of the Headteacher.

A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behavior.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behavior.



If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Riverside, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child. All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high Permanent exclusion will be a last resort and the school will endeavor to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child, will be at the heart of all our decisions.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.



Appendix A

POSITIVE HANDLING PLAN

Child's Name: Date of Plan: Review Date of Plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers?

De-escalation skills

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Transfer adult			
Removing audience			
Supportive touch			
Success reminded			
Listening			
Others			

Diversions and distractions



Any medical conditions to be taken into account before using Physical interventions?

Preferred method Physical intervention?

Intermediate	Try	Avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

How should we record incidents and who should we inform?

Stage 5 follow up (Only after Step 4 crisis behaviour). Please fill in a serious incident report.

Child:
School:
Parent/Carer:

Teacher:		
Parent/Carer:		
Student:		
Educational Psychologist:		
Social Service (if applicable):		
Headteacher:		



Appendix B

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. DEFINITIONS

- **Reasonable force** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form). This can be found in Appendix C.



Appendix C

SERIOUS INCIDENT REPORT

Section A

Name of child:		Year group:	
Date of incident:	Time:	Location:	
Name of staff involved:		Names of witnesses:	
Reason for intervention			
Danger to self		Danger to others	
Severe damage to property		Committing an offence	
Describe lead up to incident:			

De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)			
Verbal advice and support		Supportive touch	
Giving space		Success reminded	
Reassurance		Listening	
Controlled choices		Others, Please specify:	
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Transfer adult			
Removing audience			

Details of incident:



Section B (Only to be completed if Physical controls were used)

Positive handling strategies used & effectiveness rating (1=Not Effective 10=Very Effective)				
Caring C Guide		Friendly hold		Single elbow
Double elbow		Other		

Breathing Monitored		Number of staff involved	
Duration of physical intervention			

Section C Medical intervention (Please mark every box YES or NO)

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:
Injury suffered by others		Please specify:
Treatment required		Please specify:

Section D Follow up

What happened from the child's point of view?

How did the child feel?

What will the child do differently next time they feel that way?

Review of pupil's Positive Handling Plan as a result of this incident:

Witness signatures			
Signed:	Date:	Independent advisor:	

Reported to parent comments: