



POSITIVE BEHAVIOUR MANAGEMENT POLICY

"We actively encourage confidence in pupils to enable them to flourish and achieve as individuals.."

Introduction

We believe that that all pupils and adults have the right to work, play and learn in a safe, happy and secure environment. Positive behaviour management is a key way of achieving this. We aim for all pupils to be able to fully engage in learning and be prepared for living in the wider community. Many of our pupils need specialised approaches such as sensory integration programmes, visual schedules or communication systems in order for them to learn and behave well. As we believe that all challenging behaviour is an attempt to communicate; an emphasis on pupils gaining functional communication through symbols, signs or speech is seen throughout the school.

No person shall be treated without due regard for their feelings and individuality regardless of gender, sexual orientation, race, culture, belief or exceptional need.

This policy is written in relation to current Government guidance and links to:

- Anti-Bullying policy
- Restrictive Physical Intervention policy (including Guidance on Physical Management of Behaviour)
- Child Protection policy
- Yellow Card Protocol
- Teaching and Learning policy

Supporting Positive Behaviour

The school provides a variety of support, strategies and programmes to support positive behaviour at a whole school level, class level and individual level.

These include the following:

Whole school

- Adapted & differentiated curriculum
- Celebration of achievements
- Assemblies
- Positive staff- pupil relationships
- Adults as role models on positive relationships
- Playtime activities provided by staff
- Practical & functional learning activities

The Blank Language Scheme is used throughout the school. This assesses pupils' understanding of questions and shows all staff the types of questions that a pupil can and cannot understand Eg "Where", "why".

Class:

- "Rules"/ code of conduct
- Rewards & motivators
- Circle time
- Communication systems
- Organised & labelled environment
- Clear expectations
- "Golden Time"
- Strategic use of classroom space including back rooms.
- Strategic use of staff

Individual:

- Individual plans & programmes
- Home-school link worker
- Yellow card system
- Individual rewards & sanctions
- Teaching new skills in Communication and behaviour
- Specialist Programmes eg Special Friends, CAT training.
- Specialised counselling

"Red" and "Green" Choices

A key part of the whole school approach is the consistent language that the staff use and the communicating of this key concept. Pupils throughout the school are encouraged to make good/ "green" choices rather than "red" ones and to understand what some of these choices might look like.

Staff consistently give pupils examples of what making green choices can lead to. For example: Golden Time minutes, adults being proud of them, better friendships and good work. When necessary, children have a photo or symbol boards as a visual reminder. We encourage parents & carers to use this type of language at home and this can be supported by the Home School Link Worker.

The "Red/ Green" choices are reinforced by regular assemblies about making good choices and a monthly "Be Proud" Assembly where one pupil from each class is awarded a "Green Choice" certificate.

Rewards, Sanctions & Choices

Pupils may have individual reward systems to support their behaviour but in addition every class has a reward scheme that is part of a whole school system (see Appendix 1). Pupils are given specific praise so that they understand what is expected of them and "rules" are presented in symbol & photo form where appropriate.

Pupils are encouraged to understand that they have rights & responsibilities towards themselves and others and that they choose how they behave. Staff support pupils in engaging in lessons and feeling positive about the progress they are making and in celebrating their achievements.

Sanctions are in place for pupils to understand that there are consequences to their behaviour and choices. Pupils are not removed from lessons as a sanction but may occasionally not take part in an activity with other children due to health & safety concerns.

Curriculum

All lessons have differentiated learning objectives in order for all pupils to make progress and feel positive about themselves and coming to school. The Personal, Social, Health & Emotional curriculum has a programme of themes that help pupils to learn about friendships, families, keeping safe and other issues that support appropriate behaviour. The school Topic programme also has subjects that support this work eg. "Wonderful Me".

All classes have regular Circle Times where pupils have an opportunity to express their views and feelings and learn appropriate ways to do this. The pupils' understanding that they are choosing to behave in certain ways is reinforced through the red/ green choices concept.

Whole School assemblies support positive behaviour with a programme of topics. These are taken from the Social Use of Language topics and the SEAL (Social, Emotional Aspects of Learning) Programme. Assemblies also involve festivals and celebrations throughout the year as pupils learn about other cultures and faiths.

Individual Behaviour Management Plans & Records

Some pupils need specific programmes to support their ability to access school life and learning. These will be written by class teams, will include specific child friendly targets and have some type of record sheet attached. Pupils will have individual charts/ systems to engage them in changing their behaviour. Programmes & strategies are shared with staff via cluster and team meetings (see Appendix 2.)

Partnership with Parents

The school aims to work in partnership with parents and families in order to support pupils' growing independence and positive relationships with others. Staff will communicate with parents of individual children for a variety of reasons. For example, if there are programmes in place, their child is having additional intervention from staff or there has been an incident that day. Individual teachers meet with new parents and with the Headteacher as a group. This provides an opportunity to explain how the systems and structures in the school support positive behaviour. The school may also work with external agencies to support pupils and families. The Headteacher is able to signpost parents to appropriate agencies.

The school has a Home-School Link worker and part of their role is to support families in developing positive behaviour at home and school.

The Home-School link books that every pupil has, emphasis the pupil's positive achievements both at home and school.

Restrictive Physical Intervention

There are occasionally times when a member of staff may need to use physical intervention in order to keep a pupil or others safe, or prevent significant damage to property. Staff at Riverside School are trained via the Team Teach programme (endorsed by Hampshire County Council) which focuses on positive behaviour management and the safe use of physical intervention.

This is explained in detail in the Restrictive Physical Intervention Policy.

Parents/carers will always be informed if their child has been held in this way.

Yellow Card: During the school day a few pupils may display challenging behaviour. At these times we use the "Yellow Card" system in which a Senior Leader will be asked to support the class teacher. A yellow card will be sent for one of the following reasons: to keep pupils and staff safe and/or to minimise the impact on the classes' learning (see Yellow Card Protocol). The Senior Leader will always ask what the teacher would like them to do or assist with.

Playtimes

Structured playtimes are seen as a vital part of the curriculum. Equipment and activities are provided to support pupils in learning how to play with each other, share and follow the rules of simple games. Staff on playground duty engage pupils in games, encourage social skills and help pupils to solve conflicts. There are always different options for where pupils play or other activities are offered rather than all pupils being expected to play in the same space and at the same time.

The behaviour of pupils is considered to be the responsibility of all Riverside school staff and the wider community including parents and carers.

Original Date: May 2012

Review date: Summer 2014 ✓ Summer 2015 ✓ Spring 2018 ✓ Spring 2020



Rewards & Sanctions

Some pupils may have individual rewards or sanctions tailored to meet their needs and engage them in more positive learning. These will be written onto their behaviour plan.

Rewards

These may include:

- Stickers
- Certificates
- Verbal praise, smiles etc
- Written comments in Home books, on work etc
- Postcards posted home linked to achievement or good progress towards individual targets
- Assemblies
- Tangible rewards eg pencils, toys etc.
- Phone call home to parents/ carers.

Golden Time in KS1 & KS2:

- Pupils "earn" minutes of Golden Time twice a day (once in Yr 5 & 6)
- There is dedicated equipment & activities for these times
- Pupils gain a Bronze, Silver or Gold certificates in assembly when they have "earned" 500 minutes, 1000 minutes & 2000 minutes
- Every class has a visual record of minutes earned each towards each Golden Time session
- Minutes cannot be taken away
- Each cluster (Yr 1 & 2, Yr 3 & 4, Yr 5 & 6) designs a few simple "rules" for gaining Golden Time minutes.

Sanctions

- Withdrawal from the classroom environment or shared areas with a visual prompt or timer.
- Withdrawal from playtime and sitting in a specific area away from other pupils.
- An appropriate apology (eg. verbal, letter/picture)
- Internal exclusion: where a pupil works away from their classmates for part of the day.
- Detention: is sometimes given to individual pupils when written into their behaviour plan and agreed with parents/carers.
- Phone call home to parents/ carers
- For serious incidents/ misdemeanours, exclusion for part or all of a day may be considered by the Headteacher in line with Hampshire County Council guidance.



Appendix 2

Individual Programmes

Individual Behaviour Management Plan (IBMP)

- This plan is used with pupils who have a significant behaviour that now or in the future affects their quality of life or options. For example, aggression, absconding, sexually inappropriate behaviour, self-harm behaviours.
- Under the IBMP section "Responses to Challenging Behaviour" it will refer to the use of the Yellow Card protocol and a Personal Handling Plan if relevant.
- Pupils will have a recording system for their behaviour if they have an IBMP.

Positive Handling Plan (PHP)

- If a pupil needs physical intervention due to aggression, absconding or any other unsafe behaviour, they will have a Personal Handling Plan outlining how and when this might need to happen
- These plans are overseen by the Team Teach Tutors and are shared with parents/carers once written.
- After an incident the Physical Intervention Record book is filled in and the parents/ carers informed.

Individual Risk Assessments for Off-site Activities

- These are completed for pupils who present an additional risk to themselves or others when on educational visits.
- Pupils with an Individual Behaviour Management Plan may require one.

Violence and Aggression Risk Assessment

- These are completed for pupils who at times present a risk to pupils, staff and/or themselves by behaving aggressively.
- These pupils will always have an IBMP and PHP.

If a teacher considers that a pupil needs an individual plan of any sort then they will consult with the Deputy Headteacher and class team in order to write one.