



COMMUNITY BEHAVIOUR POLICY

"Love the Lord your God with all your soul and with all your strength and with all your mind and love your neighbour as yourself." Luke 10 v 27

This verse underpins the way we behave and treat one another within the School.

INTRODUCTION

At The River School, we recognise that good relationships are at the heart of our community. Every member of our community is responsible for playing a part in nurturing and developing healthy relationships. Positive behaviour within our community is centred upon understanding the developmental needs of our pupils. Positive and nurturing relationships between school staff and pupils underpin the way that we understand and manage behaviour. Every child's behaviour tells us about that child's needs and we can best manage those needs by fostering positive relationships between the child and key adults. School staff and parents can also build positive connections and work together to help pupils when they have needs that require the adults in their lives to collaborate on supporting them.

At The River School, our aim is to encourage and develop Christian character in every member of the community. This policy is designed to encourage positive behaviour and to understand the triggers behind any negative behaviour, so that we can support pupils in the way that is most appropriate for them as an individual. Pupils, parents and staff all have parts to play in creating an encouraging, respectful and trusting learning environment. Every member of this learning community is encouraged to try to understand the points of view of others, to recognise that each individual will need to be supported in ways that are appropriate to their needs, to attempt to resolve problems quickly, to admit mistakes and to show forgiveness.

We recognise that traditional discipline systems often over-activate a child's fear systems and that fear-based compliance only works in the short-term. Corporal discipline is illegal and will never be used at The River School. We understand that pupils with additional needs and those with trauma in their backgrounds may be particularly vulnerable to having fear-based reactions. Adult's responses to any breaking of rules or dysregulation should value connection over negatives consequences, with priority given to communicating felt safety cues to children, such as speaking calmly and gently. Where possible, only adults who are familiar to the child will deal with discipline issues. We will prioritise understanding the causes of any disciplinary issues so that the follow-up action is appropriate to the individual child's needs. This means that any repair that is required will not involve arbitrary punishments, but will be matched to the individual pupil's needs. All members of staff will have regard to the age and developmental stage of the pupil(s) concerned so that the procedure is adapted to fit with what we can reasonably expect the pupil(s) to be able to understand. The principles are, however, the same for all members of the school community, including the adults. We also recognise that behavioural issues may be the result of underlying safeguarding concerns and it is recommended that the Designated Safeguarding Lead (DSL) is involved in any persistent or significant behavioural concerns.

PROCEDURE

We will be using the following process in dealing with any disciplinary/behavioural issues:

REGULATE

- Immediately checking in with pupils when there is low-level disruption, e.g. checking whether they have been upset by something, that they know what they have to do, that they have everything they need. This will resolve many classroom issues.
- Allowing pupils to have sensory or brain breaks, such as having a short break within the classroom, being allowed to leave the room to move about (either within view of the teacher, or supervised by another adult elsewhere), going to a safe space (such as the Quiet Room or time with the animals, supervised by an adult), spending time with a trusted adult, having access to a calm box. Some pupils with additional needs will have such arrangements as part of their support plans, but any pupil may require such an intervention at any time.
- School staff talking to pupils calmly and gently, with no shouting.

RELATE

- Subject teachers or form tutors will spend time connecting with pupils who are struggling in any way, in order to build up a trusting relationship where pupils feel that they can be real about anything they need support with.
- Adults will use PACE (playfulness, acceptance, curiosity (wondering aloud) and empathy) – this will ensure that pupils feel heard and build up trust between pupils and key adults.

REASON

Key adults will spend time with pupils who are struggling and take them through a time of reflection, once regulation has been achieved. This will offer an opportunity to look at what caused behavioural/disciplinary issues and what effects those issues had. The priority will be to look at what has happened using logic and encouraging alternative ways of thinking, such as seeing a situation from somebody else's point of view. Adults will endeavour to avoid pupils feeling shamed.

REPAIR

It is essential that any behavioural/disciplinary issues lead to repair. The child should be part of the process of choosing an appropriate repair. This is why arbitrary detentions or keeping pupils in at break/lunchtime can feel so unfair, as such consequences can often bear little relation to the original issue. Repairs may include:

- Saying sorry in person or by writing a letter/card.
- Choosing to stay in at break/lunchtime to complete forgotten homework, or negotiating with the teacher an alternative way to ensure that necessary work is completed.
- Carrying out a random act of kindness for someone else.
- Carrying out an act of community service, such as repairing something that has been damaged, with the support of a key adult.
- Spending time with a key adult to work through more challenging issues, e.g. to devise a strategy for managing future challenges.
- Anything else that the pupil and a key adult can devise that is appropriate to the original issue.

Pupils are asked to:

- Engage with the process above when something has gone wrong, especially talking to key adults when they are struggling with anything.
- Accept that they will each be treated as an individual and that this might mean that different pupils will work through the process differently, depending on their individual needs.
- Speak positively to other members of the school community, avoiding any form of offensive language. If they do become dysregulated and speak in an offensive way to another member of the community, the best outcome is to apologise and repair the relationship as quickly as possible.
- Treat the property of others and the school environment with respect. Any damage, etc. should be admitted to immediately so that reparation can be arranged.
- Be honest and admit mistakes.
- Seek to quickly resolve disputes with others and forgive their mistakes, saying 'sorry' or making amends, as appropriate.
- Avoid aggressive or inappropriate physical contact.
- Do what a member of staff reasonably asks without needing to be asked again.
- Arrive promptly to lessons with all the necessary books and equipment.
- Wear correct school uniform.
- Put a hand up when wishing to contribute to a lesson or to attract a teacher's attention.
- Hand personal items of technology to their form tutor at the start of the school day (or in to the office, if they are late).
- Try their best with homework.
- Use homework diaries as instructed, having them signed by a parent/carer every week.
- Abide by the Online Safety Policy, as outlined in the Acceptable Use Agreement for Pupils that they sign at the start of the school year.

Parents are asked to:

- Ensure that their child has all the equipment on the official list.
- Ensure that their child is wearing correct school uniform and that all items are named.
- Supervise homework (depending on age and need of the individual child) and sign the homework diary each week.
- Communicate any issues with homework or learning to the class/subject teacher concerned.
- Communicate any pastoral concerns to the class/form tutor.
- Support the process outlined above when it involves their child, supporting any reparative action that is required.

Members of staff are asked to:

- Avoid shouting as a classroom management strategy or behavioural management strategy.
- Quickly check in with pupils when there is low-level disruption, e.g. check that they know what they have to do.
- Allow pupils to have time to regulate when this is needed, e.g. allow a short break from the lesson to talk to a key adult.
- Only engage with a pupil when they themselves are not dysregulated or to ask another trusted adult to deal with the concern.
- Spend time building up positive relationships with pupils, e.g. talking to an individual who is struggling with homework.
- Spending time with a pupil who needs to work out a repair, and support them in carrying that out if necessary, e.g. sitting with the pupil while they catch up on missed homework.
- Paying heed to any additional needs of pupils, implementing the interventions recommended in support plans.
- Communicate clear and consistent expectations in lessons.

- Mark pupils' work regularly and give positive feedback.
- Look for opportunities to encourage pupils about progress in work and positive behaviour.
- Give out house points regularly for good work, good attitude and anything else that is worthy of commendation.
- Set a good example, e.g., by appropriate conduct, by admitting mistakes, etc.
- Communicate concerns about pupils to class/form tutors via the pastoral concern system, so that class/form tutors can then talk to pupils and, if necessary, parents.
- Regularly check the homework diaries of pupils in their class/tutor groups.

HOUSE POINTS AND REWARDS

House Points will be awarded across the primary and secondary departments. These will be awarded for academic achievement and for non-academic achievement, e.g. displaying positive characteristics as members of the school community. Certificates will be awarded at the end of the school year and a cup will be presented to the house with most overall points. Please see the relevant policy for further details.

MORE SERIOUS CONCERNS

Where there are persistent concerns, or more serious concerns, such as bullying (including cyber-bullying), the emphasis will continue to be on understanding what lies behind the pattern of behaviour in order to find a long-term solution, while ensuring that potential victims of bullying/cyber-bullying are protected. Higher-level concerns are likely to require the involvement of parents/carers so they will usually be invited to discuss the challenges in school with their child's key adult (s). The pupil is likely to also be invited to all or part of the meeting. The following concerns will necessitate such a meeting:

- persistent low-level disruption that continues despite intervention/support.
- repeated poor organisation.
- repeated incorrect uniform.
- persistently not handing personal items of technology to their form tutor/in to the office.
- bringing banned items into school, e.g. tobacco.
- regularly being caught in a room unattended.
- persistent lateness between lessons with no reason.
- persistent negative or aggressive speech or behaviour.
- persistent damage to school property or the belongings of others.
- targeted bullying, including cyber-bullying, of another member of the community.
- instances of child on child abuse, including sexual harassment.

The emphasis of the meeting is to work together to support the pupil in addressing the concerns and enabling the pupil to make whatever restitution is necessary. Any long-term intervention strategies will be a collaboration between the pupil, parents and school staff. They will be subject ongoing monitoring and review. Interventions for more serious concerns may include:

- short-term isolation from the pupil's class in order to give the pupil and classmates a break from each other, where the relationships have become strained – the pupil will be in the care of a trusted adult and the time will be spent on supported schoolwork or on working through some of the issues of concern.
- mentoring with a trusted adult.
- having a home-school book to facilitate communication, e.g. a shared reward system to encourage positive behaviour.

- having a weekly report card to monitor concerns, with the pupil meeting daily with a tutor/class teacher to discuss what the card reveals about stress points.
- a group of pupils meeting regularly with a key adult to work on friendships.
- putting in place a strategy that is appropriate for a pupil's additional needs, e.g. using social stories with a pupil who is on the autism spectrum.
- strongly recommending that a pupil attends Homework Club or uses some lunchtimes to complete homework where it has not been getting done at home.
- involving outside professionals, where this is appropriate.

EXCLUSION (Please see the Exclusion Policy for more details)

Temporary exclusion, either internal or external is reserved for any serious or persistent breach of acceptable behaviour, where it is clear that the pupil is not responding to interventions that have already been put in place. This may include misdemeanours such as: endangering others, serious aggression, serious bullying, use of hate speech, sexual harassment or assault (please see Child on Child Abuse Policy for further details), any inappropriate contact with another pupil, seriously abusive language, drug/alcohol use, bringing banned items into school, inappropriate use of ICT within or outside school (as outlined in the Online Safety Policy and the Acceptable Use Agreement for Pupils), open aggressive defiance towards a member of staff or persistent disregard of school rules. There are situations where the school is obliged to involve external authorities, such as the police and/or Children's Social Care. If necessary, the school leaders will follow official government advice regarding the searching of a pupil's person and/or belongings. This advice can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Exclusion will also be considered for other serious misconduct towards a member of the School community or which brings the School into disrepute (single or repeated episodes) on or off school premises. Every effort will be made to work with the pupil and parents/carers in order to restore the pupil as a member of the school community. While a pupil is at home for a fixed term exclusion, a daily safeguarding phone call will be made to check on that pupil's welfare.

Permanent exclusion is a last resort that the Headteacher will only use in exceptional circumstances- Please see the TRS Exclusion Policy.