

Positive Behaviour Policy

Riverside Academy



'Learning together, achieving excellence'

friendship, resilience, excellence

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Approved October 2023

Chair of Governors:

Paul W. Gault

Headteacher:

- to provide information to parents in order to achieve consistency in the messages children receive about appropriate and inappropriate behaviour
- to ensure that the school's expectations and strategies are widely known and understood.

1.2 Children should begin to learn about positive behaviour at home before compulsory school age. By building on this foundation, and in partnership with parents, we aim to create a happy, friendly and safe environment where children grow to respect:

- one another
- themselves
- all staff and other adults working in school, e.g. volunteer helpers
- parents and carers
- school property
- visitors to and neighbours of the school
- the expectations and ethos of the school

1.3 This policy sets out: -

- what we mean by positive behaviour and inappropriate behaviour
- contact with parents
- the role of all our pupils
- recognitions of learning dispositions and school values

1.4 It is a statutory requirement for schools to have such policies and to publish them on the school's website.

1.5 This policy will be reviewed annually by the Senior Leadership Team (SLT) and Governing Body.

1.6 THEORY

The Philosophy of the positive behaviour policy at Riverside Academy:

At Riverside Academy, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through restorative practice and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that supports learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

Underpinning the positive behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world". Relationships are vital for all children in school. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world.

The relational approach is a universal approach to teaching and learning which influences whole school ethos, systems and policy as well as everyday practice. It is also a targeted approach to support those children who are most in need. The Children and Young People's Mental Health Taskforce in September 2014 produced a final report 'Future in Mind' - promoting, protecting and improving our children and young people's mental health and well-being' - It recognises that attachment relationships have a direct bearing on children's capacity to succeed in school. It emphasises that relationships and a sense of belonging, are key to good mental health for all, but are essential for children who have experienced multiple relational losses and trauma. Children who have experienced trauma, have insecure attachments or who have had adverse experiences may present with complex behaviours. Some of these behaviours will be adaptive responses to their past experience or current situation, some will be related to difficulties with stress regulation. Their behaviour will be an expression of an emotional or an unmet need and in order to support them we need to be able to read their behaviour. This involves being able to empathise with their feelings and understand their thinking. We need to be able to use our knowledge of brain development, trauma and attachment to work out what we need to do to meet their needs.

Supporting Relationships



Child's need for:

- Connections with key others
- Trusting and consistent adults
- Attunement and care
- Playfulness



So that: the child experiences a sense of belonging and connectedness, which also helps feelings of safety



2. SCHOOL ETHOS

2.1 The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

2.2 As a school community we will create an environment where kindness and understanding is encouraged through connection and support.

2.3 As a community we will: -

- be consistent
offer each other and the children a welcoming smile
- be authentic, listen, engage and connect with every child
- model our expectations (section 3 and 5)
- show appreciation of the efforts and contribution of all

By doing this we will:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- provide a caring and effective learning environment
- model and encourage relationships based on kindness, respect and understanding the needs of others
- ensure fair treatment for all regardless of age, gender, race, religion, ability and disability

3. OUR VALUES

Our school encourages children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices.

friendship

resilience

excellence

4. THE CURRICULUM AND LEARNING

4.1 Our school's curriculum is built around children developing learning behaviours which enable them to be actively engaged and involved in their own learning. A creative and well-structured curriculum that ensures effective learning will contribute to positive behaviour.

4.2 Lessons have clear learning intentions which the children can understand. They are adapted to meet the needs of all abilities.

4.3 Marking (including verbal comments) should be used to provide positive feedback to children on their progress and next steps to achieve. This feedback should signal to children that their efforts are valued and that progress matters.

4.4 Teachers will be at the door ready to welcome children into each lesson with a smile and ensure that appropriate resources are prepared and ready.

4.5 Classrooms are set up to promote high quality learning (see learning environment non-negotiables) Children are seated appropriately and given maximum opportunity to achieve.

5. Rights and Responsibilities

The following rights have been agreed by the whole school community with all stakeholders' responsibilities:

- the right to feel safe
- the right to learn
- the right to be treated with respect

6. POSITIVE BEHAVIOUR

6.1 It is our expectation that everyone: -

- follows our school Rights and Responsibilities
- shows courtesy, consideration and respect for others
- is honest and truthful
- works and plays together cooperatively
- cares for one another
- moves about the school in a quiet, orderly manner
- has respect for school property and the property of others
- consistently shows good manners with all members of the community

7. THE RESTORATIVE APPROACH

7.1 A restorative approach is not based on punishment but offers an alternative way of addressing inappropriate behaviour. The table below compares the differences between the Authoritarian approach and the Restorative

Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed

The 3 R's

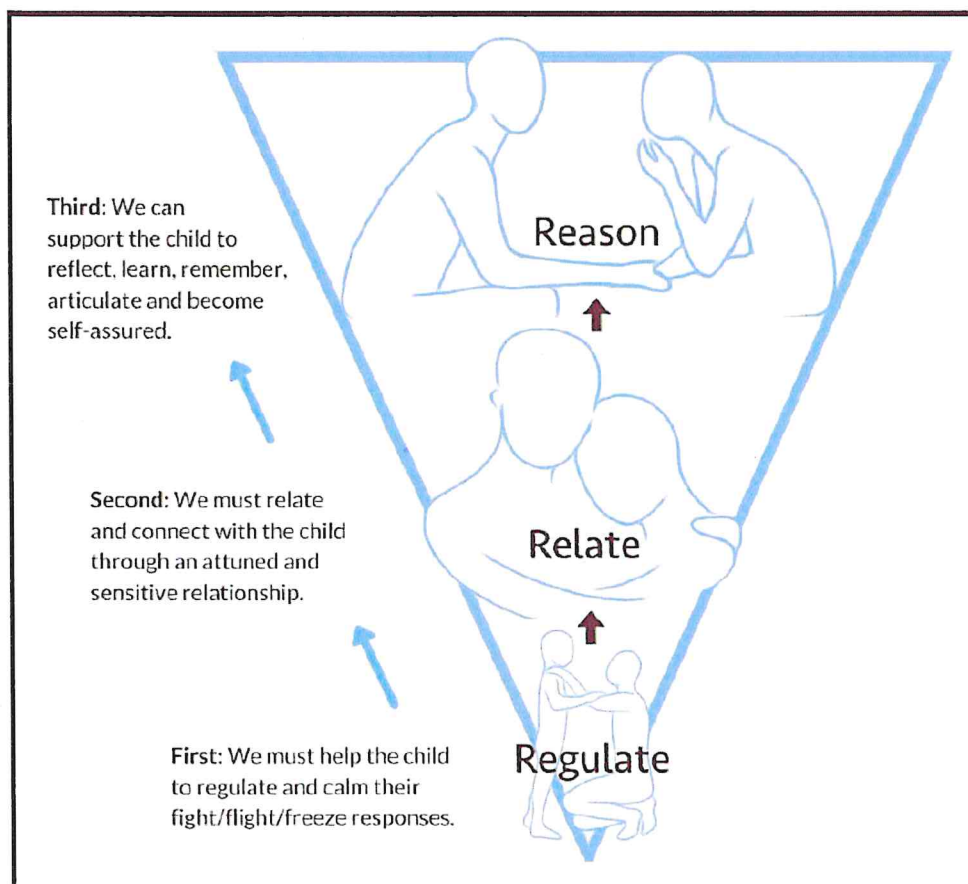
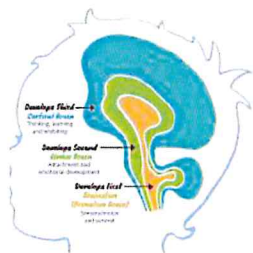


Image courtesy of Beacon House Therapeutic Services & Trauma Team - 2019
www.beaconhouse.org.uk



8. RESTORATIVE APPROACHES TO SUPPORT INAPPROPRIATE BEHAVIOUR

8.1 Throughout the school year, teachers regularly remind their classes of the school's Rights and Responsibilities. For most of our children, this reminder from a member of staff will be all that is necessary during their time at the school.

8.2 The school has a five-step restorative approach to support behaviour:

1. A verbal reminder of the expectations and school Rights and Responsibilities.
2. A clear verbal warning appropriately shared and clearly stating the consequences if they continue.
3. Second verbal warning and a reminder of consequences previously stated.
4. Appropriate consequences applied and time to reflect with designated adult for the child and/or calm down. Staff to inform a member of SLT and record on an ABC log.
5. Conduct a meeting with the child to establish: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected?

8.2 If a child is repeatedly reaching stage 4, the Class Teacher will inform SLT and a meeting will be arranged with parents. This meeting will focus on the support that is available for the child. This meeting may include a member of SLT and a Welfare and Risk assessment Plan may be developed, if deemed necessary.

8.3 If at any time there is a serious breach of school behaviour expectations that affects the safety of others, or significantly impacts on learning, a member of SLT must be immediately informed.

9. TRAUMA INFORMED AND ATTACHMENT APPROACH