



RBS BEHAVIOUR POLICY - reviewed January 2023

At The Riverbank School, we believe that no two children are the same. We encourage the whole child to reach his or her full potential and acquire the necessary knowledge, skills, and values for life.

Values that underpin our school ethos are:

- Trust and Friendliness
- Teamwork and Understanding
- Tolerance of others
- Patience with others
- Caring for others and objects
- Diversity of thought and culture
- Honesty to ourselves and others
- Respect for each other and ourselves
- Autonomy, individuality, being our own person
- Co-operation with others to enable us all to succeed

All learners, regardless of their need and support requirement, have the same right to be respected and respectful at The Riverbank School we expect our learners through their actions and choices to demonstrate positive behavior and always set good examples.

AIM

This policy seeks to lay out clearly and unambiguously the expectations of the school in terms of learners' conduct and behaviour. Through enactment of this policy, we aim to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all Learners have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of different types of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all learners
- › Define what we consider to be unacceptable behaviour

OUR EXPECTATION

In setting and establishing clear expectations, the school seeks to create a positive and co-operative working environment consistent with the Mission Statement. Good behavior does not consist merely of obeying rules but goes beyond this; exemplary behavior requires learners to;

- Conduct themselves in a manner which facilitates their own learning and the learning of others
- To be proactive in their planning and preparation for lessons and other activities.
- Take an active role in extra-curricular activities and school events.

In keeping with these aims, underlying the school rules is a set of positive expectations which represent what every learner should aspire to do:

1. Be punctual - attend daily and arrive early to all academic and social activities of the school
2. Come to school fully equipped for the day ahead and be ready with the necessary materials to begin each lesson promptly, wearing the school approved uniform
3. To be obedient and respectful to self, teachers, other learners and all members of the School community, as well as polite and courteous to teachers and sensitive to cultural differences and the feelings of others in the school environment
4. To be active in every learning situation in the teaching and learning experience, giving full effort to academic work and ensuring that all tasks set are properly completed
5. To abide by the rules and procedures of examinations and tests.

This list is not exhaustive but gives each learner a clear idea of what is expected from them. Learners who consistently aspires to these targets will demonstrate the positive behaviour expected and are unlikely to find themselves in breach of school rules or involved in any misdemeanor. All misdemeanors and positive behavior are logged, with the latter rewarded accordingly.

Rewards could range from stickers to in-class recognition, a pass, fun opportunities agreed with Teacher, House points, to a visit to the Head of School's Office or an award presentation at the Assembly. The Rewards System is dynamic and age appropriate.

The school recognises that many factors can influence behaviour, and that different children respond to different learning styles. We believe that a positive approach, rather than a negative reaction, has a positive impact on behaviour. We therefore aim to provide positive experiences for all members of the school community, including pupils, student parents and carers, staff and visitors.

Therefore all staff members are responsible, at all times, for maintaining high standards of behaviour in relation to all children. This will be achieved firstly by example. Learners must be treated with respect at all times. Positive interaction with learners will encourage a positive response.

THE DISCIPLINARY SYSTEM AND LEVELS

Misbehavior has been categorized into different levels, thus a learner who behaves in a manner contrary to the expectations stated above has misbehaved and needs to be corrected. Thus, all handling of disciplinary issues is based on the severity of the offence. Infractions are assigned to a level, with recommended sanctions given at each level. Higher level sanctions will be reviewed by the Head of Sections, Disciplinary Committee and Head of School, putting into consideration, the nature of the offence, the year group of the learner, the context in which the offence took place and the Pastoral Lead's recommendation, in line with child protection and well-being standards. The sanction chosen for a particular offence will also depend on the circumstances of the offence and the previous disciplinary record of the student.

We can expect that most disciplinary issues will be minor ones and can be dealt with by teachers 'on the spot', using their own personal approach. Teachers are encouraged to deal with minor problems (Level 1 Infractions) themselves and should feel able to use their discretion, providing the action taken falls within the general guidelines stated and is consistent with this policy.

LEVELS OF INFRACTION AND AVAILABLE SANCTIONS

LEVEL 1 INFRACTIONS

Minor concerns are treated as **Level 1 Infractions** and could include:-

- Behaviour that interferes with the learning of other students
- Disruption in corridors between lessons, at break and lunchtimes
- Disorderly conduct in class without permission
- Failure to complete class work or homework on time.
- Eating in class, or bringing drinks other than water to class
- Coming late to class
- Improper dressing

- Coming late to mealtimes or any other scheduled activity
- Speaking in a manner that is disrespectful
- Pushing other students
- Dropping litter
- Moving around school outside timetabled hours without a permission slip
- Any other minor acts of mis-behaviour.
- Talking inappropriately in class.
- Unacceptable behavior during of out of school engagements

SANCTIONS FOR LEVEL 1

These infractions are teacher-managed and the methods teachers might use to deal with such minor problems could include:-

- Giving a verbal warning
- Making the student stand separately from the rest of the class (within the classroom)
- Removing a privilege
- Picking up litter or tidying the classroom
- Making a public apology
- Giving an extra task, though it is important that normal academic work is not seen as a punishment and therefore viewed in a negative way.

The sorts of incidents listed above will happen on most days in any school and teachers will use their professional expertise to deal with them. Learners will not to be sent out of the classroom, while extra academic work is not acceptable as a sanction and neither is writing lines, as these are not positive corrective measures

However, when a student misbehaves repeatedly and does not respond to warnings given, the teacher will talk to the student and counsel him or her. If the mis-behaviour persists, the infraction will be treated as Level 2.

LEVEL 2 INFRACTIONS

These are slightly more serious offences and should be made known to the Head of Department or Key Stage Lead, at whose discretion the offence will be recorded by placing a Referral Form in the file of the student. Level 2 Infractions include:-

- *Repeated Level 1 Infractions*
- Graffiti and Vandalism
- Using unpleasant language or name calling
- Copying the work of another student
- Disruptive behaviour
- Mishandling of school property
- Deliberately mishandling the property or books of a fellow student
- Rudeness towards fellow students
- Minor rudeness or a poor attitude shown towards a member of staff

- Use of obscene / inappropriate language
- Absenteeism from a lesson or organized school activity without Parental notification
- Misuse of a tab or removing school's restrictions

SANCTIONS FOR LEVEL 2 INFRACTIONS

- Community Service around the School Campus (up to 3 days) monitored by the Key Stage Lead or Department Head
- Break time detention for secondary students
- Payment for any damages caused
- Confiscation of un-authorised items until the end of term
- Written apology
- Initial caution letter to parents
- Behavior targets developed, shared with learner and implemented

LEVEL 3 INFRACTIONS

These are more serious infractions, which will be formally recorded and referred to the Sectional Head who will decide on an appropriate course of action. Level 3 Infractions include:-

- *Repeated Level 2 Infractions*
- Fighting without physical contact
- Plagiarism
- Wilful disobedience
- Possession of contraband content
- Verbal assault
- Minor cases of bullying, either online or physical
- Wilful disobedience towards a member of staff
- Failure to attend detention or complete community service
- Wilful damage to school property
- Any unacceptable behavior during of out of school engagements

SANCTIONS FOR LEVEL 3 INFRACTIONS

- At the discretion of the Sectional Head after investigations have been completed, referral to Pastoral Care Team
- Internal suspension in school for 5 days
- Score of zero and redoing of the task, if it is plagiarism in homework or malpractice in tests and examinations
- Community service for up to 5 days
- Lunch time detention to be served within suspension space
- Apology letter to be read out publicly in the class or at assembly (depending on nature of infraction)
- Relief from post as prefect
- Caution letter to parents

LEVEL 4 INFRACTIONS

These are serious infractions which will be referred to the Disciplinary Committee. Parents must be contacted in all cases of Level 4 or 5 Infractions; normally such contact will be made after a disciplinary hearing has taken place, unless there are pressing reasons why earlier contact is necessary.

Level 4 Infractions include:-

- *Repeated Level 3 Infractions*
- Bullying or cyberbullying
- Disrespecting diversity and inclusion
- Possession of pornographic material
- Indecent behaviour in speech and actions including inappropriate or sexual conduct
- Physical assault or fighting with physical contact
- Rudeness or abuse directed towards a member of staff
- Vandalism
- Stealing, selling, sharing food items and gifts without parental consent
- Grossly irresponsible behaviour
- Racist, sexist, homophobic or discriminatory behavior
- Possession of a mobile phone
- Unacceptable behavior during out of school engagement

SANCTIONS FOR LEVEL 4 INFRACTIONS

- Referral to School Disciplinary Committee (in all cases)
- Community service of up to 7 days
- External suspension for up to two weeks
- 5 days of re-integration process

LEVEL 5 INFRACTIONS

These are high levels of infractions that are often perpetuated by deliberate calculated intentions;

- *Repeated Level 4 Infractions*
- Smoking
- Examination malpractice
- Physical assault of a staff member
- Sexual harassment - meaning unwanted conduct of a sexual nature such as sexual comments, sexual jokes and or taunting
- Homosexuality
- Possession of prohibited items. These could include:
 - Knives or weapons
 - Alcohol

- Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Grossly irresponsible behaviour which endangers the lives of self and others
 - Unacceptable behavior during of out of school engagement

SANCTIONS FOR LEVEL 5 INFRACTIONS

- Referral to Pastoral Care Committee (in all cases)
- External suspension for a minimum of two weeks
- Expulsion

The Pastoral Care Committee will meet to hear all cases involving higher infractions, following an investigation overseen by the Pastoral Head.

All recommendations by the Pastoral Care Committee for cases involving Level 4 or Level 5 Infractions must be approved by the Head of School before disciplinary action is taken. The Head of School may, at their own discretion, decide to impose a more or less severe sanction than the one recommended by the Committee.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

Recognising the impact of SEND on behaviour

The school recognises that learner's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learners's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a SEND learner, caused by the school's policies or practices
- Using our best endeavours to meet the needs of learners with SEND

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the learner concerned which may include;

- Short, planned supervised movement breaks for SEND learners who finds it difficult to sit still for too long

- Adjusting seating plans to accommodate visual and sensory needs of learners
- Adjusting seating plans to allow additional para-professional support in the classrooms
- Use of sensory zones and alternative rooms for learners to regulate their emotions during sensory overload
- Regular staff training on supporting SEND learners

Adapting sanctions for learners with SEND

When considering a behavioural sanction for a learner with SEND, the school will take into account:

- › Whether the learner was unable to understand the rule or instruction?
- › Whether the learner was unable to act differently at the time, as a result of their SEND?
- › Whether the learner is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it will be unlawful for the school to sanction the learner for the behaviour.

We will therefore assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's special educational needs co-ordinator (SENCO) may evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. This is in order to consider whether the challenging behaviour displayed may have unidentified SEND

Where necessary, support and advice will also be sought from Specialist, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learners, the School is positioned to liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

REASONABLE FORCE

At The RiverBank school the use of 'reasonable force' will always be used as a last resort, but there are two main categories where 'reasonable force' may be appropriate or necessary to control or restrain a learner. These categories are as follows:

1. Where an action is necessary for self-defence or because there is an imminent risk of injury, such as when two learners are fighting.
2. Where there is an assessment of risk of injury, or significant damage to property. For example, if a pupil is engaged in or on the verge of committing deliberate damage to

property, or if a pupil is causing injury or damage by accident by rough play, out of control behaviour or the misuse of objects.

During the course of any physical intervention, the use of voice is likely to be the best tool available to staff in seeking to de-escalate the situation, staff should attempt to communicate with the child at all times.

Any physical restraint should be recorded and passed on to the Safeguarding Lead immediately, through the Head of Department or Sectional Head.

ROLES AND RESPONSIBILITIES

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on the Behavior Tracker and Anecdotal Form
- › Challenging learners to meet the school's expectations
- › Staff members are expected to avoid shouting at children, using sarcasm or making negative comments.

All staff members are expected, when appropriate, to intervene whenever they see the need for a reminder, reprimand or the use of the school's strategies for behaviour management, in order to keep consistency throughout the school.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour curriculum or their own classroom rules
- › Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Avoid the use of negative language, sarcasm, disparaging comments or negative labels

Pupils of all ages

Learners will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
 - The school's key rules and routines
 - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - The pastoral support that is available to them to help them meet the behavioural standards

Learners will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Learners will be supported to develop an understanding of the school's behaviour policy and wider culture.

Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for learners who are mid-phase arrivals.

Pastoral Care Team

Following a sanction, the school will consider strategies to help learners to understand how to improve their behaviour and meet the expectations of the school.

Regardless of the nature of an offence and level of the infraction, when a learner is cautioned for a misdemeanor, it is important that he or she is made to clearly understand:

- The nature of the concern being addressed.
- The rule being broken, including an explanation of why the rule exists.
- What the learner can do to overcome the problem and avoid future transgressions

- Support the learner through the reflection period, with targeted activities and sessions.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

As we teach our children to respect their friends and teachers, we also expect that the parents model this behaviour.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

BEHAVIOR RECORDS, ANECDOTAL FORMS, LEARNER STATEMENT and SIMS RECORDING

These are referral forms that are completed by the Teacher, Staff on Excursion or Outing and Statements written by the learners. These Forms and Statements serve as the initial reporting and investigation data to be used by the Heads of Department / Key Stage Lead, Sectional Heads and Pastoral Care Committee. It is important that these information is uploaded onto the appropriate platform to ensure relevant information can be documented and tracked

The Forms may be completed by any of the following Faculty members:

- Teachers
- Class Assistants
- Key Stage Leads
- Head of Department
- Extra-curricular Coordinator

Pupils and Student will be allowed to write their own account of an event/incident.

SAFEGUARDING

The school recognizes that changes in behavior may be an indicator that a pupil is in need

of help or protection. We will consider whether a pupil's misbehavior may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to a professional is appropriate.

Please refer to our child protection and safeguarding policy for more information.

The list of infractions at each level is non-exhaustive. Where an infraction is not specified, the Disciplinary Committee, will decide on the level of the infraction.

Referral to the Pastoral Head

Learners whose behaviour is a concern may be referred to the Pastoral Head. This can be done by any member of staff, though the Head of Section should be informed. However, it is important to stress that sessions should in no way be seen as part of the disciplinary process. The Pastoral Head will only share confidential information and recommendation with the Head of School.

RESPONDING TO GOOD BEHAVIOUR

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward at the Weekly assembly for Early Years and Primary School and in class at Secondary School. At the end of Year, during whole school Assembly, consistent good behavior are further recognized. As an opportunity for all staff to reinforce the school's culture and ethos, positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- House Points
- Communicating praise to parents via written correspondence or discussion
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or Year group rewards
- Commendation by the Sectional Head or Head of School

The rules, lists of infractions and sanctions stated are intended to be used as guidelines. The school management, emphasizes that violence or threatening behavior will not be tolerated in any circumstances. Under the guidance of the Head of School and Leadership Team, the School reserves the right to exercise discretion in the implementation of this behaviour policy.