



Riverbank Academy

Behaviour for Learning Policy

Riverbank Academy is an outstanding broad-spectrum special school for students aged 11-19 within the Sidney Stringer Multi-Academy Trust.

Through our policies and practice we aim to help all Riverbank students uphold the schools core values of being Motivated, Creative and Caring.

Date: September 2019

Review: September 2020

1.1 Rationale

Riverbank Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct. Our behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our core values are:

- **Caring**
- **Creativity**
- **Motivation**

1.2 Aims of the policy:

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

1.3 Objectives of the policy:

- Establishing a common understanding about the ways we treat other people, other people's possessions and the environment in which we work.
- Establishing agreed standards of acceptable behaviour.
- Establishing a framework that will provide a consistent approach to be adopted by all dealing with pupils. Developing a clear set of rewards and sanctions that are consistently applied.
- Establishing a system of communication to ensure consistent standards and treatment.
- Developing clear and non-judgmental systems of support for those encountering challenging behaviour.

2.1 How the objectives will be achieved:

2.2 Within the school situation positive behaviour is fostered by:

- staff setting realistic learning goals for pupils
- planning which allows every child the opportunity to succeed
- the positive recognition of achievement amongst peers and staff by:
verbal praise
- achievement chart systems
- records of achievement
- mentions and rewards in assembly
- use of pupil merits
- individual behaviour programmes if necessary
- staff making clear to pupils what is and what is not acceptable
- behaviour.

2.3 All staff actively foster the self-esteem of pupils to help them feel good about themselves. Strategies may include:

- tutor group time/class discussion
- confidence building games
- reviewing positive achievements individually/as a group, daily/weekly
- helping pupils identify their own strengths (and weaknesses.)

2.4 All pupils and staff say please and thank you appropriately.

- Pupils are working towards increasing personal independence and are taught to ask for help from staff or peers as appropriate.
- Pupils are encouraged to take responsibility for their own possessions and their own routines (e.g. bathroom, timetable)

2.5 Parents are encouraged to support positive behaviour in school, by:

- being invited to share positive achievements that happen outside school.
- being informed of positive behaviour within school (by diaries or certificates which goes home)
- working with staff, pupils and parents on specified behaviour
- programmes

2.6 Members of the school community are encouraged to take a pride in their environment.

- there is a high standard of display and pupils are actively involved in co-operatively producing displays where appropriate.
- Attention is drawn to attractive features of the environment/displays as appropriate (e.g. assembly, class discussion etc.)
- respect for property is fostered.
- pupils are involved in maintaining tidy work areas (including less public areas e.g. bathrooms)

2.7 In order to achieve consistency amongst staff in the use of rewards and sanctions scales of appropriate rewards and sanctions have been drawn up and agreed by staff.

Rewards may include:

- verbal praise
- reward stickers/bookmarks/certificates
- public recognition (within class, between classes)
- privileges (time on computer, individual treat)
- SIMS points for achievement linked to targets
- SIMS points for behaviour etc also linked to targets (“personal achievement”).
- Class star rewards

Examples of reward categories on SIMs are listed in Appendix 1.

Negative behaviour will be logged on the SIMS system and dealt with by following the rules:

- **The management of student behaviour is the responsibility of ALL staff.** A diagram reflecting Riverbank Academy’s stages of managing behavior is available to view in **Appendix 2**
- **Non-attendance and punctuality** is followed up weekly by a member of the senior leadership team as outlined in our attendance policy.
- **Bullying and racist behaviour is not tolerated under any circumstances.** Any such behaviour is to be reported to the appropriate Senior Leader through SIMS. These incidents to be reported to parents who will be involved in any sanctions. The same procedures will be followed for any incidences of Cyber Bullying, where pupils have strayed beyond the schools e-safety guidelines guidance. More information on anti-bullying handling is available in our anti-bullying Policy.
- **Any behaviour which is out of character** should be reported by the class staff to **the pastoral leader** during weekly staff meetings and then strategies can be agreed, implemented and reviewed.
- **Persistent negative behaviour** is initially be dealt with by a behaviour management programme devised for the individual concerned in consultation with our pastoral leaders and/or senior management. Parents and if necessary, other agencies such as Social / Family Support Services are involved at this stage.

2.8. For Multi Agency Working, we liaise with our Community Support Officers, The Children’s Disability Team, Occupational Therapist, The Prevention Through Learning Team, Children and Mental Health Service (CAHMS), Educational Psychologist, Reach/Vibes, Compass, The Youth Service and other professionals to support and develop excellent behaviour in our students.

2.9. Students with behaviors that physically challenge on a regular basis have positive handling and intervention plans (PHIPS) which are written by the class teacher, senior management team and shared with parents/carers. We expect all staff to read and have an understanding of these plans. PHIPS risk assess behaviours and support the schools culture of happy, safe and caring. Information on positive handling is available in our Care and Control Policy.

2.10. Riverbank Academy operates an “on call” system to ensure that every lesson is covered by a member of staff with the responsibility to be “on call”. The on call duty involves walking around the school site, being a visible presence, develop positive relationships, capture students achieving and provide support if requested by a member of staff. The aim is to ensure all students are in their allocated learning area, happy and safe.

2.11. Riverbank Academy follows the DfE (2018) guidance on **searching and confiscating** items which is detailed in our Searching and Confiscation Policy.

Appendix 1:

Caring: Students should be rewarded when they show a caring attitude towards their education and school community – this includes our staff, students, parents and school environment. Keywords associated with this include **helpfulness, politeness and respect**.

Creative: Students should be rewarded when they demonstrate creative thinking and creative work. Key words associated with this include, **problem solving, enterprise, design, adventure, innovation and thoughtfulness**.

Motivated: Students should be rewarded when they show motivation - a desire to succeed and be their best selves. Key words associated with this include, **determination, enthusiasm, optimism, positivity and resilience**.

Focused: Students should be rewarded when they focus for a period of time that **is significantly longer than their normal concentration period**. This will vary for each student.

Supportive: Students should be rewarded when they help another person **in need of support**

Positive Contribution: Students should be rewarded when they make a contribution in lesson that shows an improvement in one or more of the following areas: **academic progress, speaking and listening, self-esteem and confidence**.

Outstanding Work: Students should be rewarded when they produce a piece of work that shows significant improvements in their **understanding and/or presentation**. This will vary for each student.

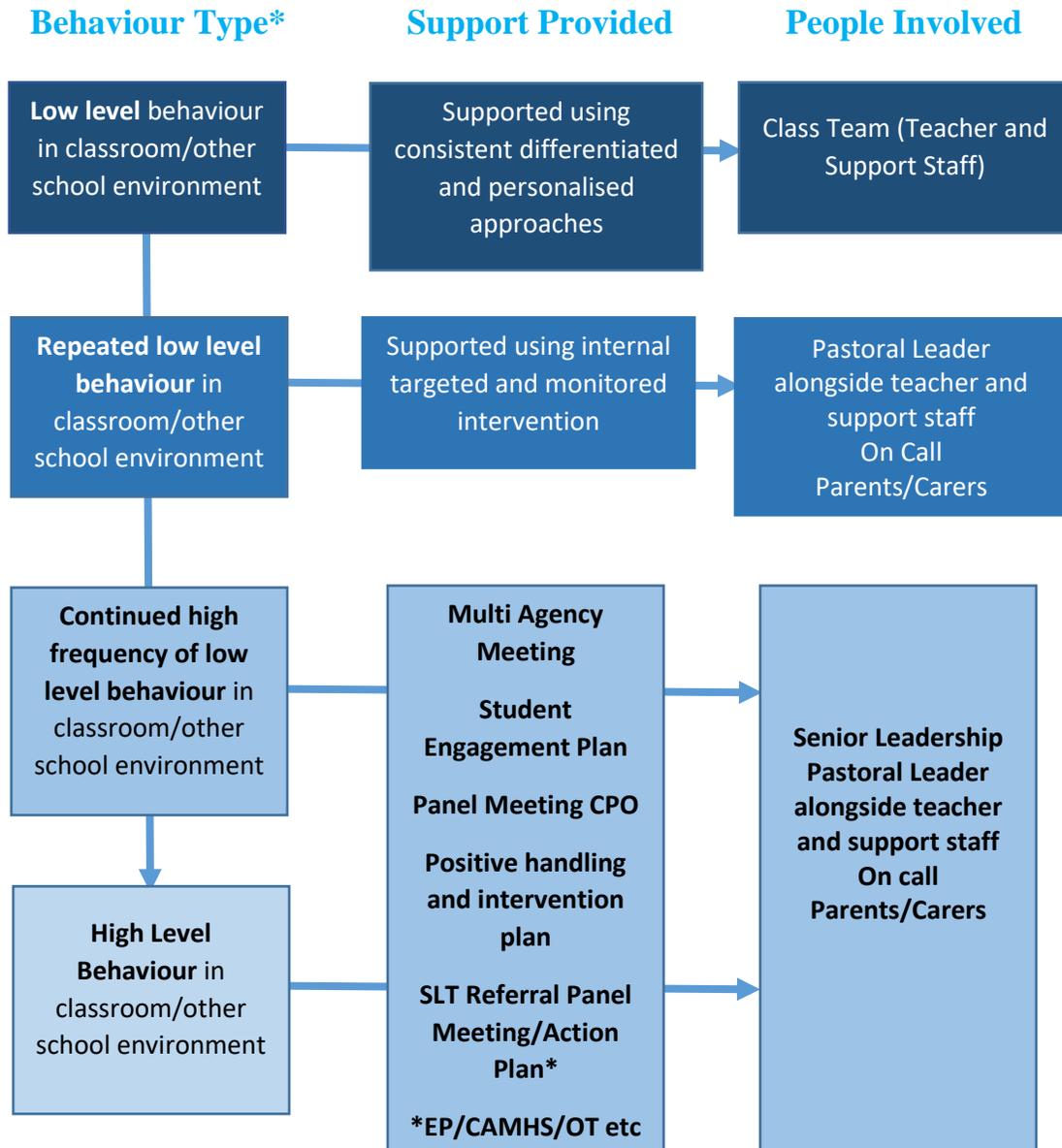
Outstanding Homework: Students should be rewarded when they have completed homework to a high standard. **Points should not be given for homework "completion"**.

Prepared for learning: Students should be rewarded when they are **prepared and well organised for the lesson and/or day's events**.

Personal Achievement: students should be rewarded when they achieve something that is **special, significant and individual** to them.

Appendix 2:

Riverbank Academy Stages of Support for Behaviour



Examples of Low Level Behaviour	Examples of High Level Behaviour	Recorded and monitored using:
<ul style="list-style-type: none"> ➤ Not listening ➤ Getting up without asking ➤ Talking at inappropriate times Other non-major issues 	<ul style="list-style-type: none"> ➤ Sexualisation ➤ Aggression ➤ Dangerous behaviour ➤ Racist incident Inappropriate language ➤ Inappropriate physical or verbal behaviour 	

Other policies for reference:

- Care and control Sept 2019
- Search and confiscate Sept 2019
- Anti-Bullying Sept 2019
- KCSIE Sept 2019