



## **BEHAVIOUR**

### **STATEMENT OF INTENT**

- 1.1 Positive behaviour is important for ensuring the standard of learning is not compromised. An understanding of respect and good behaviour helps pupils establish healthy working relationships and friendships within the school setting and outside. It promotes cooperation between pupils and helps pupils understand clear boundaries that should be adhered to.

### **AIMS AND OBJECTIVES**

- 2.1 At Riverside we aim to:

- have high expectations of behaviour
- promote positive behaviour
- set clear, consistent routines
- set clear, consistent rules and boundaries
- be explicit in the types of behaviour that is unacceptable including: sexual harassment, sexual violence or the use of discriminatory language
- encourage high attendance
- foster pupils' self-esteem and help them to build positive relationships with others
- use approaches appropriate to pupils' needs

- 2.2 Riverside's Behaviour Principles:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff set an excellent example to pupils at all times.
- Rewards and sanctions are used consistently by staff.
- The behaviour policy is understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

### **CONTENT AND PROGRESSION**

#### **CLASS**

- 3.1 There should be positive reinforcement for good behaviour. Encouragement of positive relationships and good working behaviour should be identified and encouraged throughout lessons and in the playground with a clear reward system.

- 3.2 Positive behaviour should be modelled by teaching and support staff and clear expectations of how this can be achieved by pupils should be established from the start.

3.3 Low-level instances of behaviour should be dealt with in class by reminding pupils of the standards expected of them and addressing these as they arise.

3.4 If a pupil has three verbal warnings in class, they should be sent to the Team Leader with their work. Warnings should be given for when behaviour becomes disruptive to a lesson or teaching.

3.5 For examples of highly challenging or disrespectful behaviour including fighting; being aggressive; using discriminatory language, pupils should be sent to a member of the SLT immediately who will decide what extra steps need to be taken.

3.6 If a pupil is being sent to the Team Leader on a regular basis, it may be decided to put that pupil on 'Report'. This will mean a system can be agreed with the class teacher for that pupil to report to the Team Leader before morning break, lunch and at the end of the day so that their behaviour can be monitored more closely and discussed. Parents will be invited to be part of the discussion if a 'Report' is to be put in place.

3.7 If a pupil is refusing to complete their work in lessons, they can be sent to the Team Leader or a member of the SLT to complete it during break/lunch. Should this become a regular occurrence for a pupil, any extra steps that need to be taken can be agreed between the class teacher, the Team Leader and parents.

## **PLAYGROUND**

4.1 If a pupil is misbehaving in the playground, it will be dealt with by staff who are on duty who will remind the pupil of the behaviour that is expected when outside. Staff on duty will then report any incidents to the class teacher at the end of break.

4.2 Should a pupil act aggressively, be involved in fighting in the playground or repeatedly ignore instructions from staff on duty, they will be sent to a member of SLT who will decide what extra steps need to be taken.

4.3 If a class teacher is concerned about reoccurring incidents for a pupil in the playground, they should discuss any further action that can be taken with their Team Leader.

## **SPECIAL FEATURES**

5.1 An individual plan can be made for individual pupils that have specific needs – e.g. separate systems, a 'safe space' for the child to calm down, intervening steps if behaviour is getting progressively challenging during lessons. Class teachers are encouraged to share any information with other teachers and staff that will be in contact with the pupil, either through teaching, assemblies, break duties or extra-curricular activities. Parents will be part of the discussion when identifying those that may need an individual plan and will be informed regularly of any changes to the individual plan.

5.2 Behaviour is monitored by the class teachers during lesson times, Team Leaders and by SLT during termly 'Behaviour Observations'.

### **Sexual Behaviour**

5.3 At Riverside, it is unacceptable to display any behaviour that would be deemed to be sexual harassment; this includes physical or verbal conduct. It is unacceptable for online behaviour to increase the likelihood of, or cause, harm, such as making, sending and receiving explicit images, using sexual language or viewing/engaging with images promoting sexual violence. It is unacceptable to behave in a sexually violent manner.

5.4 Any negative sexual behaviours or images witnessed or viewed must be reported to a member of staff immediately. Staff must share any reports of this nature with a DSL. Pupils are taught how to report an image or behaviour that makes them feel uncomfortable.

5.5 This policy works together with our Online Safety Policy, RSE Policy and Safeguarding Policy as well as policies implemented throughout the school such as curriculum policies and conduct policies. *This list is not intended to be exhaustive*