



Behaviour Procedures 2021 - 2022

An academy within:





“Learning together; to be the best we can be”

Introduction

The focus of this document is to develop a positive climate within North Ridge Community School that insist upon high standards of behaviour. It is the primary aim of our school that every member of the school community feels respected and valued and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

Our aims are for all staff to:

- Deal with behaviour calmly and consistently
- Model acceptable behaviour
- Acknowledge good behaviours regularly
- Offer pupils strategies to deal with their emotions and chose more acceptable behaviours
- Be friendly and approachable
- Use de-escalations techniques

Our aim for all pupils is to:

- Feel safe and be protected from harm
- Be treated with respect and dignity and feel valued as an important member of school
- Understand that their actions have consequences
- For pupils to develop their own strategies for managing their own feelings and behaviour
- Learn how to deal with real life situations



Behaviour

North Ridge Community School has high expectations for behaviour and recognises the importance of good relationships as part of this. Trust and respect as part of a good, well established relationship, takes time to develop. As a school we support pupils to develop these relationships and use the strength of adult-pupil relationships to deal with unacceptable behaviours. In any circumstances of a staff member dealing with challenging behaviour both staff and pupils will be supported to discuss the incident (where and when appropriate and in a way best suited to the pupil) in order to resolve it and to rebuild relationships. Following the discussion it is important that good relationships are restored and that the incident is **not commented on again**, this ensures that positive relationships are restored. It is important that during the discussion that the pupil is not criticised in any way and when possible the discussion should be overseen by a third independent person to act as a mediator

Behaviour Profiles

Behaviour profiles are a working document which, following incidents of challenging behaviour, staff may create for a pupil or update as required. The aim of the behaviour profile is for it to be an accurate representation of what behaviours a pupil may exhibit but more importantly to identify potential triggers that may cause these behaviours to manifest themselves. Behaviour profiles also identify the most effective methods for dealing with each behaviour exhibited.

Behaviour profiles should note and highlight triggers as well as day to day advice for working with the pupil this should include individualised reward/consequences or extra methods of support. The main aim for all challenging behaviour is for triggers to be managed effectively or removed where possible and early intervention is paramount.

Behaviour profiles should always be reviewed following severe or extreme incidents.

Behaviour profiles are stored on Solar.

Recording Incidents

Behaviour incidents must be recorded and logged onto our “Solar” system as soon as it is practically possible following each incident.



Behaviour incidents are classified as either mild, moderate, severe or extreme. All incidents are reviewed weekly and discussed at leadership meetings. Severe and extreme incidents are followed up as soon as possible with staff and the pupils involved.

Further Support

During periods of challenging behaviour members of the Pupil Support Team can be called upon for support. Support can be requested by completing a referral form available in reception and to be returned to Chris Evans. Learning walks, lesson observations and the monitoring of incident forms may also lead to support being put in place for certain pupils. Initially this support will be in the form of an observation of the pupil and/or meeting with the class staff. Observations of pupils are purely supportive and only focus on the pupil and what relates to their behaviour. Following these observations support will be offered along with any additional strategies. This support will continue until either the pupil's behaviour is calmer or staff feel support is no longer necessary. Informal meetings can also be requested to aid filling in incident forms or to discuss any issues arising. Any pupils exhibiting continuing challenging behaviour will be discussed in a further meeting by the Pupil Support Team and/or SLT.

Staff Health and Safety

All incidents of violence resulting in the use of restrictive physical intervention techniques must be logged using the Solar recording system. The Deputy Head teacher/behaviour lead monitors these regularly. A summary of behaviour incidents is submitted to the LGB every term.

Rewards

At North Ridge school we recognise the specific needs of each individual pupil along with the needs of groups of pupils and as such our rewards systems are tailored to these needs. Each class runs its own rewards system that reflects the needs of the learners in the class. Each phase celebrates pupil achievements during a weekly assembly with awards for "Star of the Week", "Headteachers Award" and "Wow" moments.

All pupils are part of the House system within school. Classes in lower primary are each part of a single House, whereas classes in upper primary, secondary and post 16 have members of each of the 4 Houses within each class. Pupils are split evenly by class teachers. House points can be awarded for outstanding



achievement, resilience and showing good friendship skills. Teachers will display the points for each House on a visible display in their classroom and will report this to Deputy Head at the end of every week who will collate and announce the winners in Friday afternoon assembly. The winning House will have a reward on Friday afternoon after assembly. Rewards will be delivered within phases to ensure they are appropriate to the needs and understanding of the pupils. These may include things such as additional time in the sensory rooms, use of the climbing wall, film afternoons in the hall and discos. One teacher per phase will be responsible for each house, and the winning House's leader will be responsible for organising the reward of their House.

Houses will part in team activities throughout the year such as bake off, sports day, competitions and talent shows. Older pupils will also be 'buddied' with younger pupils from within the same house to promote a 'whole school' community. Pupils will be involved in designing the logos and naming the houses to promote ownership of the system.

Please seek further advice and guidance if you are unsure about anything discussed in this document.

Complaints Procedure

Should any parent have any concern in regard to the use of physical intervention then explanations or demonstrations can be provided. The reasons of necessity of physical intervention would be discussed and additional agreed strategies would be implemented.