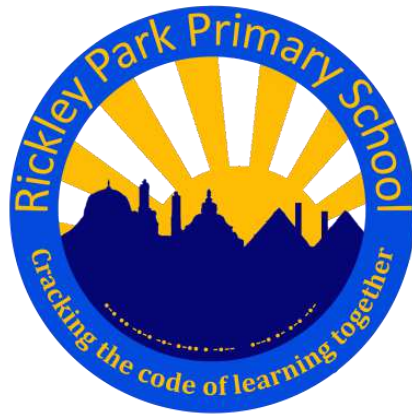


# Rickley Park

*Cracking the Code of Learning Together*



## **Relationship and Behaviour for Learning Policy**

Date of Policy: September 2023

Date of review: September 2024

## Introduction

Rickley Park believe that every child in our care has the right to an outstanding education and the opportunity to access an exciting curriculum as well as opportunities to enrich their experiences of the wider world. We believe that the key to ensuring all children have this opportunity and are successful, safe, secure relationships with adults in school underpin all that we do.

## Aims and Ethos

- To ensure each child feels happy, safe and secure in school within a nurturing environment.
- To encourage children/staff, to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

*Please read this in conjunction with the IFTL Responsible Citizens and Behaviour Core Values.*

## Behaviour Principles

- At Rickley Park, we recognise that behaviour is communication. This applies to all forms of behaviour, not just that we find most challenging.
- The emphasis is on belonging and social responsibility.
- An appropriate curriculum and effective teaching engages learners and encourages positive behaviour.
- An environment of high challenge and low stress is most conducive to learning and positive behaviour.
- Children need access to role models who are aware of and manage their own emotional responses and can narrate and share these responses appropriately with the children.
- Humiliation and shame are never appropriate responses to challenging behaviour.
- An emphasis is placed on the use of positive strategies and de-escalation techniques to increase desirable behaviours.
- Children's behaviour relates to the stage they have reached in their social and emotional development – we must recognise that this may not match their chronological age and respond appropriately.

- Children’s behaviour is also reflective of their early childhood experiences and we recognise that Adverse Childhood Experiences (ACE’s) can impact how children respond in situations where they feel uncomfortable or stressed.
- Rickley Park recognise the importance of training all staff to understand children’s different needs and equip them with the skills and confidence to support children in situations they may find challenging.
- Some emotions can hinder a child’s ability to access learning, while others allow children to be in the correct ‘zone’ for learning.
- Responses to behaviour are rooted in our ethos of nurture and compassion alongside high expectations of each child as an individual.
- We believe that communication with parents/carers is of fundamental importance when planning how to support children in managing their emotions. Rickley Park will always do their utmost to create plans that support the child and family whilst ensuring that children and staff are kept safe at school.

### **Promoting Positive Behaviours**

- Children are rewarded and recognised for their personal successes.
- All children are encouraged to recognise their emotions and how these can impact their behaviour using Zones Of Regulation (more information can be found in Appendix \*)
- Adults' model controlled, respectful, verbal and non-verbal behaviours.
- Lessons are structured to be interesting and appropriately challenging. Children are made active partners in their learning and have opportunities to make choices. Children learn in different ways and teachers planning address children's different learning styles.
- Appropriate behaviour is quickly noticed and celebrated. Systems for rewarding good behaviour are celebrated in all areas of the school community. These include: the use of personal contact with parents, Trackit Lights, stickers, badges, ‘Rickley Role Models’ and Star of the Week awards plus a VIP Award.
- Praise is warm, labelled, and relevant. Examples of labelled praise may be, “I really like how you are showing me that you are listening by looking this way.”
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development. The RSHE curriculum, assemblies and the school values are examples of this.

### **School Values**

Our school values were selected by the pupils through pupil voice discussions.

The values are:

Kindness

Respect

Courage

Trust

Support  
Perseverance  
Honesty

*These values are displayed in every classroom and around the school.* They are referred to during lessons to provide context. Children are to be recognised for demonstrating these values. It is with these values that we operate as the Rickley Park community. Adults must uphold and demonstrate these values in all that they do.

## **Celebration and Rewards**

### **Celebration Assemblies**

The main items on the agenda follow this pattern:

- Star of the Week
- Sports Award
- Top Trackit Light scorers (1 child per year group)
- The winning house will be named
- A time for reflection of the gifts and abilities we all have

### **The Very Important Pupil (VIP) Award**

This will be awarded at the end of each half term to a pupil from each class who has shown excellent commitment to the school values. The parents/carers of children who have been chosen will be invited to this assembly.

### **Points**

Through the use of the 'Trackit Light' system, children can be awarded Points. These are awarded for good effort in work, relationships with peers and all other aspects of school life, linking to our values. There will be some specific weeks where a certain value/positive behaviour is targeted, for instance those in relation to the school values. All members of staff should feel they have equality, and are able to take part in the reward system.

A summary of Rickley Park's approach to the 'Trackit Lights' system can be found in appendix 3. This chart summarises how behaviour should be responded to at Rickley Park, by all members of the community. It is a graduated response and emphasises the collective responsibility we all have the effective management of behaviour across the school.

### **The House System**

We also run a house system in the school. There are four houses (Earth, Fire, Water and Air) within the school. The weekly scores are collected and celebrated with the children in the Friday Celebration Assembly. The house with the most points at the end of term will be awarded the 'House Prize' and they will be able to participate in an enjoyable activity as a house. The winning house with the most points accumulated over the year will be awarded the 'House Shield' which is engraved with the winning house team.

Each term, houses will have the opportunity to get together to build a sense of community across the school. There will also be house competitions throughout the school year, including sports day.

## **Additional Support Strategies to Promote Positive Behaviour**

**Being fair isn't about everyone getting the same but it is about each individual getting what they need.**

Some children may benefit from individual behaviour plans. These are created to ensure consistency of response and strategies to best support a child who may be in the 'crisis' stage of responding to a stressful or challenging situation. It will identify triggers and list the steps that should be taken to de-escalate the situation as well as naming adults that make up the 'Team Around the Child'. These plans will be shared and signed by parents and carers and followed by all adults in school.

## **Responding to Challenging Behaviour**

### **Least to Most Intrusive Consequences**

All staff have received in-depth training on de-escalation techniques and understanding some of the reasons for challenging behaviour. Staff always approach a situation remembering that **all behaviour is communication**. Strong relationships between staff and children are key in supporting positive behaviour and understanding that they may have experienced Adverse Childhood Experiences. Through the use of 'Zones of Regulation' children are supported in labelling, identifying and understanding their emotions and behaviour and learning strategies and developing toolkits to help them manage emotions that can lead to challenging behaviour.

### **Serious Incidents**

The emphasis for all staff in these situations is de-escalation strategies. What can be done to help the child regulate and for the incident to be brought to end?

The following tracking systems may be put in place when we wish to gain more information on child's behaviour. This will be under the direction of Senior Leadership Team or the key stage lead:

- ABC forms – used for analysing triggers for behaviour and the effectiveness of consequences (See Appendix 1)
- A child's Behaviour Support Plan (Appendix 2) as described above.

## Exclusions

### Permanent Exclusions and Suspensions

The decision to implement a suspension is not taken lightly, it will allow any additional support systems for the child to be implemented and will involve the creation or revision of behaviour support plans. When the child returns to school, the parents or carers of the child will attend a meeting with a member of SLT to agree on a plan for success going forward.

The decision to exclude a pupil may be taken when there is a serious breach of the school's behaviour policy or if allowing the pupil to remain in the school would seriously harm the education or welfare of other persons in the school or the pupils. All evidence relating to incident will be carefully considered and more information on this can be found on the DFE website: exclusion guidance.

### Internal Suspensions

There may be circumstances where an internal suspension is appropriate. This will be decided by a member of the Senior Leadership Team, and a meeting with parents will be held to discuss the reasons for this and the ongoing plan of support.

## Bullying

Bullying can be physical or emotional and it can take many forms (for example, cyberbullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example, because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties). Consequences will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Please refer to the IFTL Anti-bullying Policy for further detailed information.

### Racist Incidents

Should a racist incident take place, it will be recorded and dealt with within school. The incident will be reported to the Local Authority and IFTL Trust.

### **Positive Handling**

Section 93 of the Education and Inspections Act 2001 enables school staff to “use force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to, any of the following:

- committing an offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to property of, any person (including the pupil him/herself)
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.”

Becoming out of control for a pupil can be a frightening experience. However, when a pupil is in danger of harming themselves, others or causing significant damage to property it may be necessary, as a last resort, to use positive handling techniques. - In the vast majority of cases, with almost all of the children, this will not be necessary due to the range of effective de-escalation strategies used by the staff. If a pupil seeks physical contact from a member of staff to regulate their emotions; for example, hand holding, sitting on a lap or a hug, this will be reciprocated by the member of staff; however, they will use their common sense to judge when this is appropriate and avoid doing so alone with the child. Positive Handling is only likely to be used on rare occasions or where it has been agreed with parents as part of an existing behaviour plan. - The school has a number of staff trained in Team Teach (Positive Handling). The Headteacher maintains the list of those who have up-to-date training. These are the only members of staff who should be using positive handling techniques. In addition, the deployment of Team Teach techniques will always be subject to contextual consideration, the result of risk assessments and information on Behaviour Plans. The use of restrictive physical restraint is specifically used to prevent injury and in this sense the duty of care extends to the use of Team Teach techniques to ensure the safety of pupils and staff. - When absolutely necessary for pupil safety, untrained staff may physically intervene until a member of staff trained in Team Teach arrives.

<b>Date/Time:</b>	<b>Activity/Context:</b>	<b>Antecedent</b> <i>(Trigger/what happened before that <u>may</u> have contributed to the incident)</i>	<b>Behaviour</b> <i>(What the behaviour looked like)</i>	<b>Consequence</b> <i>(What happened as a result of the incident?)</i>

ABC Form    Name of child: \_\_\_\_\_    Class: \_\_\_\_\_

Appendix 1



## Behaviour Support Plan

<b>Name:</b>	<b>Class:</b>	<b>DOB:</b>
<b>Likes:</b>		
<b>Dislikes:</b>		
<b>Sensory Issues:</b>		
•		
<b>Triggers/Cues to behaviours:</b>		
•		
<b>Rewards/Motivators:</b>		
•		
<b>General strategies:</b>		
• Trackit lights – positive behaviour management		
•		
<b>Specific Behaviours and Strategies:</b>		
<b>Medication/Diet:</b> n/a as yet		

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Role : Class teacher

SENCO \_\_\_\_\_

Parent/Carer \_\_\_\_\_

# Trackit Lights

	Behaviour	Outcome
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Following the school rules and showing values</li> <li>• Showing good manners</li> <li>• Excellent effort in your work</li> <li>• Good partner or team work</li> <li>• Ready to learn</li> <li>• Good listening</li> <li>• Walking sensibly around school</li> <li>• Good tidying</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Stickers</li> <li>• Points / Merits</li> <li>• Sharing work with the Key Stage Lead or a member of the Senior Leadership Team</li> <li>• Send message home on Marvellous Me</li> <li>• Star of the week</li> <li>• 100% attendance</li> <li>• Secret Celebration Award</li> </ul>
<b>Needs Work</b>	<ul style="list-style-type: none"> <li>• Reminders needed about school rules and values e.g.:</li> <li>• Distracting others</li> <li>• Being disrespectful</li> <li>• Not following instructions</li> <li>• Not being reading to learn</li> <li>• Not on task</li> <li>• Poor listening</li> <li>• Talking over others</li> <li>• Poor manners</li> <li>• Not looking after school equipment</li> </ul>	<p><b><u>Verbal Warning</u></b></p> <ul style="list-style-type: none"> <li>• Use the phrase, “In our school we....” Followed by a reminder of the appropriate school rule.</li> <li>• Ask the child to state the relevant rule e.g. “What’s the rule about...?”</li> <li>• Visual clues</li> </ul>
<b>Concerns</b>	<ul style="list-style-type: none"> <li>• Repeated reminders of the above</li> </ul>	<p><b><u>Thinking Time at Break</u></b> 5 minutes – to include a brief discussion with the member of staff who issued the consequence to support reflection.</p>
<b>Incidents</b>	<ul style="list-style-type: none"> <li>• Persistent disruption to the lesson</li> <li>• Dangerous Behaviour</li> <li>• Bullying</li> <li>• Aggressive Behaviour</li> <li>• Violence</li> <li>• Damage to school property</li> <li>• Racism</li> </ul>	<p><b><u>Time in Partner Class</u></b> Class Teacher informs parents</p> <p><b><u>Key Stage Lead</u></b></p> <ul style="list-style-type: none"> <li>• Key Stage Lead /Class Teacher informs parents and issues and appropriate consequence e.g. loss of break for extended periods of time/arranging for damage to be repaired, meeting with parents, Behaviour Support Plan to be introduced.</li> </ul>
	<ul style="list-style-type: none"> <li>• Persistent disruption to the lesson</li> <li>• Dangerous Behaviour</li> <li>• Bullying</li> <li>• Aggressive Behaviour</li> <li>• Violence</li> <li>• Damage to school property</li> <li>• Racism</li> </ul> <p style="text-align: center;"><b>Incident Log to be completed via ‘Safeguard’ not ‘Trackit Lights’</b></p>	<p><b><u>Senior Leadership Team</u></b></p> <ul style="list-style-type: none"> <li>• SLT member informs parents</li> <li>• Actions may include: <ul style="list-style-type: none"> <li>- Meeting with parents</li> <li>- Loss of break and lunch for extended periods of time</li> <li>- After school detention</li> <li>- Internal Exclusion</li> <li>- Fixed Term Exclusion</li> <li>- Exclusion</li> <li>- Behaviour Support Plan</li> </ul> </li> </ul>

A summary of this chart can be found on appendix 3. This must be shared with the children and displayed in all classrooms, alongside the school rules.