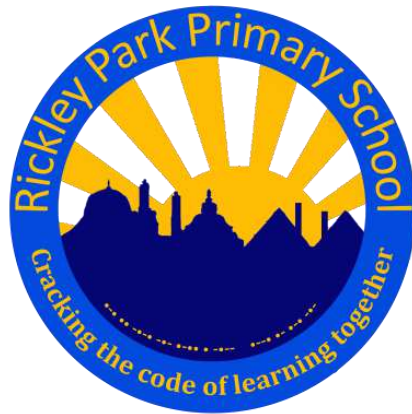


Rickley Park

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.

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.

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.

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) as an example.
- 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.

We adhere to all the latest guidance and fulfil all legal requirements relating to behaviour and exclusions including the 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion' and with Section 89 of the Education and Inspections Act 2006. Any form of suspensions, exclusions or internal exclusions will be reported to IFTL on a half termly basis. Permanent exclusions will only occur in extenuating circumstances and only with the agreement of the CEO. Page 15 Any decision to exclude a pupil will be lawful ((with respect

to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; fair; and proportionate. Permanent exclusion will only be used as an absolute last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Chief Executive Officer, Sarah Bennett, must be fully consulted and informed of any potential permanent exclusions. In highly exceptional circumstances, if a child is permanently excluded, we will work with parents/ carers, IFTL and the local authority, to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. We will notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, we will work closely together with IFTL, social workers, local authorities and other professionals to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people. The Headteacher and Head of School/ Deputy Headteacher, (in the Headteacher's absence in consultation with the Headteacher) have the power to suspend a pupil from the School after consultation with the Trust CEO. We may suspend a pupil for one or more fixed periods, for up to 45 days in any one academic year. We must inform the parents immediately, giving reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The School informs the parents how to make any such appeal. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher or Deputy Headteacher. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be re-instated. If the governors' appeals panel decides that a pupil should be re-instated, the Headteacher must comply with this ruling. Suspension and Permanent Exclusion guidance July 2022 At Woodnewton, we will comply with the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England' July 2022 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk) We fully believe and adhere to the the DfE "ambition to create high standards of behaviour in schools". Page 16 As stated within the guidance, we will adhere to the following: • Headteachers are able to cancel an exclusion that has not been reviewed by the governing board (previously referred to as rescinding/withdrawing a suspension or exclusion). It is expected this will be used where, following investigation, it is felt the suspension or exclusion should be cancelled, but where suspension or exclusion was the correct response initially. Where this occurs, parents and governors must be notified, as should social workers/virtual school heads if relevant. Cancelled suspensions and/or

exclusions should be reported to governors on a termly basis. • When a pupil is suspended or excluded, parents must be notified “without delay”. This requirement extends to social workers and/or virtual school heads as applicable for looked-after children and children with a social worker. • When a pupil is suspended or excluded, the local authority must be notified – regardless of the length of suspension. • We will work closely with social workers and virtual school heads if they are allocated to the suspended or excluded pupil. • Data monitoring for governing boards and Trustees will be in place to ensure exclusion is used only as a last resort.

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.

Equality and Diversity

Rickley Park strictly adheres to the Equality Act 2021 and Human Rights Act 1998; we will not tolerate any discrimination against someone because of any of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/ or sexual orientation). Any zero tolerance behaviours/ incidents, will be referred to the Senior Leadership Team and reported to IFTL. We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights will not be tolerated under any circumstances. As highlighted within KCSIE September 2022, being subjected to harassment, violence and or abuse, may breach children's rights as stated within the Human Rights Act. Children who are lesbian, gay or trans (LGBT), identify as LGBT or those who are perceived as being to be LGBT may be particularly vulnerable to be bullying and we need to be extra vigilant for signs of this. At IFTL, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swift and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place. Behaviour in Schools Guidance (July 22) Within Rickley Park, we follow and adhere to the DfE Behaviour in Schools Guidance (July 22) Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk) We ensure they fulfil all the 'must' requirements and where appropriate all the should criteria as we believe in good practice in addition to compliance. The head teacher, Head of School take Page 5 responsibility for implementing measures to secure acceptable standards of behaviour" to meet the national minimum expectation. We will ensure will fulfil the national minimum expectation and that it is aligned with Ofsted's 'Good' grade descriptor for behaviour and attitudes: 1. High expectations that are commonly understood and applied consistently 2. Visible leaders that support staff to follow the policy 3. Measures and interventions are in place to improve behaviour 4. Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated 5. Bullying is not tolerated, and the environment is safe and respectful; and 6. Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

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.

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

ABC Form Name of child: _____ Class: _____

Appendix 1

Behaviour Support Plan

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

Completed by: _____ Date: _____

Role : Class teacher

SENCO _____

Parent/Carer _____

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.