



RUDGWICK PRIMARY SCHOOL

Relationship, Behaviour and Response Policy

Inspire - Believe - Achieve



Our Mission:

At Rudgwick Primary School, our mission is to provide a happy, fun, safe place, where kindness shines through and where:

- Excellent teaching and a wide range of experiences **inspires** a love for learning and a curious mind;
- Everyone is valued and respected and feel that they belong;
- Individual strengths and talents are nurtured and celebrated and children **believe** in themselves and, through strong friendships, each other;
- A growth mind set is encouraged, mistakes are seen as learning opportunities and confident, resilient learners grow;
- Children are successful learners who, through both independence and collaboration, can make progress and **achieve** to their full potential.

Created: November 2024

Approved by: FGB

Date for review: November 2026

Aims and expectations

At Rudgwick Primary School, we are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy supports the way in which all members of the school can work together through safe and positive relationships.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We believe that *"Every interaction is an intervention."*

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way; taking accounts the needs of all our children. We believe in equality of opportunity and that all pupils deserve the chance to achieve success.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Our main role in school is to provide the highest quality education for our children. We recognise that education is more than teaching children to read and write. Article 29 of the UN Convention for the Rights of the child states that;

- The purpose of education is to develop every child's personality, talents, and mental and physical abilities.
- Education should teach children to respect their parents', their own and other cultures.
- Education should prepare children to live responsibly and freely in a peaceful society.

We believe that all children;

- have a right to education.
- have a right to be heard.
- have the right to feel safe and protected.
- have the right to feel respected.
- are all responsible members of our community.

How do we teach prosocial behaviour?

This policy provides a framework around how adults and pupils should work together to create a nurturing and positive environment where children feel loved. We want children to feel safe to experience a range of emotions. We want children to learn how to manage relationships and to be able to repair

a relationship when it ruptures and to recognise the impact their behaviour may have had on others. Children's relationships with the adults in school are positive and based on mutual respect, no one is rebuked or humiliated and children are encouraged and praised for excellent behaviour and for treating others in a way which is kind, gentle, empathetic, thoughtful and considerate. Adults model these behaviours at all times in the way they speak to and care for each other. Everyone is encouraged and supported and never judged for holding opinions, having abilities or needs which may differ from others.

- **Relationships** – adults and pupils will work together to establish positive and trusting relationships. Staff will model positive facial expressions and gestures when approaching a child or parent. Staff will interact with children in a playful and professional way and spend time getting to know each child as an individual.

We use the acronym **PACE**.

P – Staff are playful, warm and have a sense of humour.

A – Staff accept the emotions behind behaviour and are prepared to delve deeper.

C – Staff use their professional curiosity to get to know children, ask how and why questions, wonder alongside the child and get to know the child's triggers. Staff will not give up on the child.

E – Empathy is not an innate emotion so staff will model it to children.

- **Role modelling** – adults will demonstrate polite behaviours, language and a calm approach. Staff will ensure they are co-regulated before speaking to a child.
- **Containment** – providing predictability and routines both physically and emotionally for children. We will prepare children for change.
- **Attunement** - staff will be alert and responsive to the feelings of the child.
- **Validation & Acceptance** – staff will show the child that they understand their perspective and will validate their feelings. Staff will teach children the vocabulary linked to emotions and behaviour.
- **Regulate** – staff will ensure the child is regulated before returning to class, by using language from the zones of regulation and class/individual toolbox. They will ensure they are regulated before speaking to the child.
- **Relate, Rupture, Repair** – Staff will use the restorative script to support children in repairing ruptured relationships. They will be supportive of this approach even if the rupture happened to them. We recognise that other children may be affected by the behaviour of a child and will listen to their thoughts and feelings. We will ensure they are happy and feel that we have repaired the relationship fairly.
- **Strong sense of self** – children will be taught through an explicit RSHE curriculum how to understand themselves. Maslow's Hierarchy

of needs identifies that children will only achieve esteem and self-actualisation if they have had their psychological and physiological needs met.



How do we promote positive relationships and behaviours?

External discipline is controlling behaviour ...Internal discipline is teaching behaviour. To create change we need to understand, not simply suppress, the behaviour. It is vital that we support children to understand their behaviour and the impact that it has.

At Rudgwick Primary we will aim to do this in the following ways:

- **Relationships & botheredness** - By establishing and promoting strong relationships between adults and children. When adults invest in positive relationships, pupils will want to behave because of the quality of their relationship with adults and the trust that has been built up.
- **Role modelling & using positive language** - for example, playing alongside children, demonstrating polite behaviours and language, giving good eye contact. Using the language of the zones of regulation. Say thank you not please.
- **Consistency** – catch children being good. Clear and concise school rule – kindness, honesty, respect & perseverance.
- **Routines** – visual timetables are talked through with children at the beginning of the day.
- **Comfort and forgiveness** – wonder, imagine & notice, don't assume a child is feeling a particular emotion.
- Give **attention** to the behaviours you want to encourage.

We celebrate children as individuals and look for their talents. Children can share achievements at celebration assemblies. Star awards are linked to our values. House points are given for academic and non-academic reasons.

How do we respond to children who are experiencing difficulties with their behaviours or relationships?

We recognise that behaviours communicate unmet needs and we try to ensure that, through our policy we meet the unmet needs, however, there

will be occasions where additional intervention is required. We use the Ordinarily Available Inclusive Practice to support our staff.

Whole class behaviour – there may be occasions where it is necessary for a large group or whole class to miss their play. This will be decided by the classroom staff. No child will be singled out.

In cases of low level disruptive behaviours the following steps will be applied;

	Steps	Actions
1	Reminder	Reminder of key rules – kindness, honesty, respect, perseverance. Remind clearly and privately if possible. Does child need extra support/change of activity? Positive reinforcement from teacher. Give child attention for doing the right thing.
2	Warning	A clear verbal warning, delivered privately where possible, making child aware of behaviour and clearly outlining consequences if they continue. Use the phrase 'think carefully before your next step'.
3	Last Chance	Speak to child privately and give final opportunity to engage. Offer positive choice and refer to previous good behaviour.
4	Regulation Time	See below
5	Inclusion Leader / DHT	Use OAIP and create pupil profile behaviour plan with the parents, class teacher and child. Review regularly.
5	Headteacher	Serious incidents involving bullying, fighting or behaviour that continues despite above steps & interventions. Create behaviour support plan/risk assessment with class teacher, parents & child. Consider internal/external exclusions.

Regulation time is followed up with Restorative Conversation:

Questions to prompt:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How can we make it right? (apology)
- What could we do next time?


Regulation Time

We use regulation time for most children and the purpose is to allow time for the child to reflect and regulate, time for the adults to regroup if necessary and time for the class to re-establish a positive learning environment. This regulation time reinforces to the children the importance of article 28: children do have a right to an education. Some children may not benefit from regulation time, this may be particularly true for children with attachment difficulties, where the time away from class could be perceived as rejection.

Guidelines for regulation time:

- Regulation time happens generally in another classroom, in order to ensure the child is safe. Be mindful when sending a child to another class that there are no relatives, or children who may trigger the individual. Equally, be mindful of classes where there are additional pressures, e.g. an ECT.
- Regulation time will be for a maximum of 20 minutes only - enough time to regulate for most children.
- Only one RT during the morning or afternoon (or it's not an effective method for that child and an alternative strategy might be needed).
- Regulation time will be followed by a restorative conversation (either by the CT or the TA or another adult who has a relationship with the child) The conversation will be planned for and given value. The end result should be that the child and the adult knows of something that is going to be done differently to support the child and to prevent the same behaviours occurring again.

During **learning/class time**, the following scale is used:

1st Reminder	2nd Warning	3rd Last Chance	4th Regulation Time	Inclusion Leader/ Deputy Head	Head teacher
	Regulation time is followed up with Restorative Conversation: Questions to prompt: <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • Who has been affected? • How can we make it right? (apology) • What could we do next time? 				
No record needed	No record needed	No record needed	Record in class behaviour book	Record on CPOMS	Record on CPOMS

At **lunchtime** and **break time**, the following scale is used:

1st Reminder	2nd Warning	3rd Time out	4th Inclusion Leader/ class teacher	Serious behaviour Deputy Head	Serious behaviour Head teacher
All incidents are followed up with Restorative Conversation: Questions to prompt: <input type="checkbox"/> What happened? <input type="checkbox"/> What were you thinking at the time? <input type="checkbox"/> Who has been affected? <input type="checkbox"/> How can we make it right? (apology) <input type="checkbox"/> What could we do next time?					
No record needed	No record needed	Record in class behaviour book	Record on CPOMs or class behaviour book	Record on CPOMs	Record on CPOMs

Examples of behaviour at different points on scale:

Reminder. Warning.	One off swearing Low level unkindness/behaviour Physical play One off emotionally hurtful words One off deliberate physical contact
Time out.	5 minutes remaining with the adult who has followed the above steps.
Sent in to Inclusion leader/class teacher.	Repeated unkindness Repeated swearing Repeated physical contact
Sent in to Deputy Head. Sent in to Headteacher.	Fighting Ongoing unkindness bullying Behaviour continues despite interventions

Behaviour Pupil Profile

Some children may require a BPP to support them with developing more positive behaviours. Through the use of tracking documents such as ABCCA's and '3-weekly trackers', staff are more able to identify triggers and patterns of behaviour for individual children, and to put in place interventions and strategies to support a child.

A BPP is:

- Written in consultation with the child and the teacher, with ownership given to the child - what do you want for your future? What needs to happen for you to be able to achieve this? What changes do you need to make? How can we support you in school? How can people support you at home?
- The child needs to be able to identify the area of their behaviour that they are trying to regulate, why and how. They also need to understand how they would recognise success.
- Reviewed every 6 weeks.
- When a child either persistently breaks the school rules, or is involved in a serious incident, a **Behaviour Support Plan/Risk Assessment** is written around the child. This is shared with all staff, as well as discussed with the child and parent(s). These are reviewed regularly, and support both the child and the school, and are sometimes backed up with scripts, which are also shared with all staff and with parents to ensure a consistent approach.

Fixed-term and permanent exclusions

In some extreme cases, it may be necessary for a child to face a period of either internal or external exclusion:

- Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes 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 Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which is made up of three 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 LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.
- In some instances, Physical Intervention may be necessary, but will only be used as a last resort. See policy for the Restricted Use of Physical Intervention.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

How are staff supported to implement this policy?

We recognise our shared accountability for the emotional development of the children in the school.

We work as a team to support each other and refer to the ordinarily available inclusive practice book for practical ideas.

Training and induction for all staff regarding behaviour management is provided. In addition, robust end-of-year transition ensures that staff share good practice relating to individual children who may have difficulties self-regulating their behaviour. This is in addition to regular opportunities for staff to discuss children.

Parents

The expectation of parents is that they will support and uphold our decisions in school. When parents have areas of concern regarding particular incidences, the parents raise these appropriately, respectfully and being mindful that their child will still need to have a relationship with the adult in the school.

Parents are kept informed of their child's behaviour through annual reports, parents evenings and, when necessary and appropriate, through regular discussions with the class teacher.

SEND & Inclusion. How does the school work with outside agencies?

Children's relationships with the adults in school are positive and based on mutual respect, no one is rebuked or humiliated and children are encouraged and praised for excellent behaviour and for treating others in a way which is kind, gentle, empathetic, thoughtful and considerate. Adults model these behaviours at all times in the way they speak to and care for each other. Everyone is encouraged and supported and never judged for holding opinions, having abilities or needs which may differ from others.

The school works with outside agencies, such as the learning and behaviour team (LBAT) and Child and Adolescent Mental Health Services (CAMHS), to support children with their behaviour when necessary.

There are some children who have specific needs which mean that behaviour management may have to be more personalised. These needs will be met by the following:

- 1:1 personalised timetables, risk assessments and learning
- Alternative Play provision at lunchtime
- Sensory time / brain breaks
- Time with school ELSA
- Individualised behaviour/learning plans
- Assessment and advice from outside agencies (e.g. Ed Psych)

Policies to read alongside:

- SEND
- Equal Opportunities
- Anti-bullying
- Restrictive Physical Intervention
- Mental Health
- RSHE

Appendix 1 – pupil profile behaviour plan

 **Pupil Profile
Behaviour Plan**

What are my strengths?

What would I like people to say about me?

Name:

Class:

Date:

What parts of my day do I find tricky?

How do I show you that I need help?

Things that I can do to help myself:

Things school can do to help me:

Things that home are doing to help me:

Appendix 2 - ABCCA

Child's name	Date	Time	Class	Staff Name
Antecedent	Behaviour	Communication	Consequence	Action
What was happening before?	What behaviour was witnessed?	What need were they communicating through their behaviour?	What happened as a result of your action?	What was agreed after the reflection?



Rudgwick Quick Behaviour Guide

"Every interaction is an intervention."

Remember **PACE**.


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A – Staff accept the emotions behind behaviour and are prepared to delve deeper.

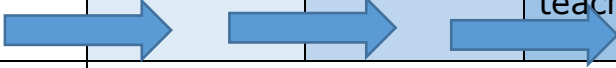
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