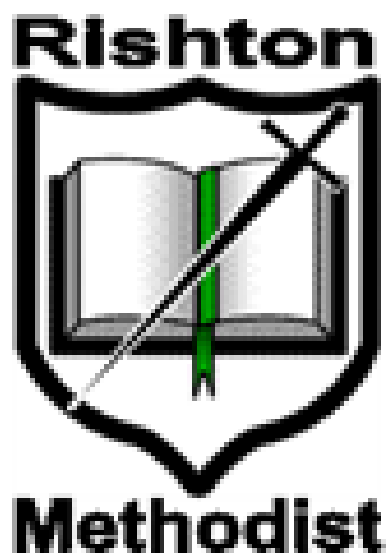


Rishton Methodist Primary School

Behaviour Policy



Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it' (Ezra 10:4).

Agreed by Governing Board on 24.4.24

Policy will be reviewed by 24.4.25

Created by SLT

POLICY PRINCIPLES

At Rishton Methodist School we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their greatest potential.

It is the belief that every child should be given Unconditional Positive Regard. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy.

Furthermore, it is recognised that in order to fully meet the needs of pupils, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018). It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own needs and to educate them and upskill them in order to self-regulate and allow for positive changes.

Work is carried out with parents to understand their needs and difficulties, as well their experiences, and to help and provide support for them so that any unmet needs away from the school can be achieved.

Underpinning values

At Rishton Methodist School we aim to meet the complex needs of our pupils through:

- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries.
- An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.
- The application of Unconditional Positive Regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their needs and working with them on strategies.
- All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and, working with the child, introduce strategies to support.
- The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of intimacy, warmth, and trust as a way to support and engage pupils by connecting in a consistent and caring way.

Relationships, Structure and Routine

Pupils have often suffered trauma and may have insecure attachments. Pupils may have experienced a fragmented school life before joining us, which makes relationship building and following organised structure a challenge. It is, however, important to provide those things in order to help them remain and feel safe, safe from harm and safe to make mistakes in order to progress. Positive relationships between pupils and staff are essential in order to reach milestones and beyond. Rishton Methodist School use Restorative Approaches to ensure that the running of

the school is smooth and pupils learn, are engaged and progress. There is a need for rules in order to keep boundaries firm but fair.

We are a Trauma Informed Trained school. All staff have been trained, and continue to receive CPD in this area.



We take part in training from The Wow Approach Behaviour Consultancy.

Rules are more effective when:

Adults have formed positive relationships with young people which can be used to reinforce and develop the desired behaviours.

Expectations are clear. Teachers will be responsible in developing these in order to keep everyone safe, ensure that teaching and learning are successful, and pupils enjoy and achieve.

Through Unconditional Positive Regard the environment remains safe, learning is at the forefront of what the school does, and through understanding of Maslow's Hierarchy of Needs (1943), needs are met in order for this to happen. Structure will remain throughout the school day, from arrival until pupils leave the premises.

Key principles

Systematic approaches to behaviour—this recognises that there are a range of systems, in and out of school, that impact on behaviour and mental health.

Humanistic approaches to behaviour — that we not only consider behaviour from an observer but also through the eyes of the person behaving.

Understanding that everyone has social, emotional and mental health and that all have the right to be safe, be respected and be treated equally.

Developing children's emotional literacy through the promotion of positive values is an integral part of children's learning.

Growth mindset — where our basic abilities can develop and improve through hard work, fostering a love of learning and a resilience that is essential for great accomplishment.

A whole-school positive ethos which develops co-operation, self-respect and consideration.

All relationships within the school are respectful and the role of the different staff are understood.

Children know how to behave positively in school and beyond.

Children are encouraged to take responsibility for their own behaviour and their impact on others.

Rishton Methodist School strives to create a school community which embodies our aspiration to build a nurturing, caring ethos that permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for pupils to thrive, both academically and in relation to their wellbeing.

Parents are involved in all aspects of their children's learning and are supported by staff as and when necessary.

At all available points, children's emotional needs are provided for and we promote positive behaviours for learning appropriate to age. Additional provision for emotional wellbeing is available as and when necessary.

Reward and sanctions systems, if needed, are clear and personally designed for individual children.

There is a system to combat bullying.

Exclusion is only used as a last resort.

Our trauma informed approach to behaviour management benefits all pupils and staff for the following reasons:

- Relationships and a young person's sense of safety and security are placed at the heart of classroom management.
- Our approach encourages nurture, respect and empathy, even when a young person is presenting with behaviours that feel challenging.
- Individual circumstances are taken into account.
- A sense of community and belonging is promoted.

At Rishton Methodist School we acknowledge that:

All children deserve to attend a school where they feel safe and confident to learn.

All behaviour is communication, and we resist the use of stigmatising/ judgmental language when describing the behaviour, we are seeking to manage. (See trauma-informed language appendix).

Traumatic experiences/damaged attachments and food/home insecurity can create dysregulated behavioural responses from the children/young people we are seeking to teach.

Relationships of trust, opportunities to make choices/decisions, attunement to individuals i.e. knowledge of that individual, individualised responses, teaching emotional literacy and understanding can help to prevent damaging/challenging incidents.

At our school we are proactive in teaching children/young people what good behaviour in our learning environment is and how individuals can learn how to be successful learners. Our school values are clear about the characteristics of successful learners.

At Rishton Methodist Primary School we follow three simple expectations known as [The Rishton Way: Ready, Respectful, Safe](#).

The school expectations are discussed with the children regularly, alongside our key Christian Values, through discrete PSHE lessons, through worships, assemblies, and the whole curriculum.

We teach all of our children about developing a Growth Mindset and develop a language and understanding about how emotions are experienced and managed by individuals.

When interventions are required, our Learning Mentors deliver specific programmes for small groups/individuals e.g. safe touch, how to be a good friend, managing conflict. A small number of children require personalised behaviour support plans, which are agreed between the child, classroom staff and SENDCO/SLT and shared with families.

WHOLE SCHOOL (UNIVERSAL) APPROACHES & STRATEGIES

At the beginning of each academic year, class teachers (in consultation with the children) will establish the classroom rules and expectations. In our school we recognise and reward good behaviour choices through demonstrating [The Rishton Way: Ready, Respectful, Safe](#), and demonstrating our Christian values. Classroom Rules make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures are kept to a necessary minimum; be positively stated, telling the children what to do rather than what not to do; actively encourage everyone involved to take part in their development; have a clear rationale, made explicit to all; be consistently applied and enforced; and promote the idea that every member of our school has responsibilities. The revisiting of our expectations and agreements regularly is vital to ensure they remain important and relevant.

Zones of regulation around the school and in each classroom

We have recently introduced 'Zones of Regulation'. This is a resource used to support children with self-regulation and acknowledging feeling any emotion is okay, but we need to move our emotions back to a place where learning can take place. The learning takes place through lessons and provides children with the resources to move themselves back into the 'green zone' where the most effective learning can take place. This is defined as 'Emotional Coaching'.

Zones of Regulation Learning Objectives:

1. What the four zones are and which emotions belong to each zone.
2. How to identify which zone you are in.
3. What triggers have caused you to move out of the green zone.
4. How to recognise what zone others are in.
5. Strategies to move back to the green zone from yellow, blue, or red
6. Expected behaviour vs unexpected behaviour.
7. Size of the problem.
8. How your actions affect what zone other people are in (comfortable and uncomfortable thoughts).

Emotional Coaching:

"What happened?" – its important the child feels there is an open forum and guilt is not assumed.

“How do you feel?”

“How do you think they feel?”

“What were your feelings at the time?”

“How can you fix this?”

“What examples can you think of when you have seen someone be unkind?” Bible stories/teachings can be used.

“What can you do next to repair this/put things right?”

Behaviour Stages

Evidence does suggest that rewards can be used to motivate pupils, with an aim to reward positive behaviour rather than punish the negative (Kohn; 1999). Behaviour which leads to rewards are more likely to be repeated. LL staff are responsible and actively involved in rewarding positive behaviour. Achievements, successes and positive behaviour, both in and out of school, are supported and celebrated.

Staff intervention to support the regulation of behaviour is based on pupils' level of development and understanding.

Interventions necessary to help regulate and develop behaviour positively are designed using restorative principles and through Restorative Approaches.

By adopting Restorative Approaches, interventions are more likely to reflect the nature of the class, group and individual. Interventions may include:

- Planned support strategies, including sensory breaks, pastoral support and calming strategies.
- Verbal and non-verbal communication to demonstrate mood, including facial expressions, body language, and hand gestures and so on.
- Positive reinforcement.
- Unconditional Positive Regard.
- Consistent modelling of positive behaviours and desired behaviours from all staff.
- At times, formal interventions are necessary: they may be implemented due consideration of any incident. It is important that context, antecedents and pupil age are considered.

At Rishton Methodist School, we are aware that some of our children experience challenges outside of school or, for various other reasons, require an extra level of nurture and support. In school provision includes: Learning Mentors, Higher Level Teaching Assistants (HLTAs), Home/School Liaison worker, Family Support Worker. Outside agencies: Wellbeing and Early Help Prevention Service Child counsellor/Therapeutic services, Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS).

Our Class Reward Chart Explanation

<u>Ready to Learn</u>	Each Day, each child's peg starts on this stage. This is regardless of what has happened the day before- a fresh start begins each day. Children will remain at this stage for being ready to learn when required at the minimum required expectations. Children's pegs are reset to Ready to Learn after lunch.
<u>Good choice</u>	If a child is caught making a 'good choice' (for example helping another child, holding a door open for a member of staff, using good manners) they can then move their peg to this stage.
<u>Great Job</u>	If the child then continues to make good choices and models behaviour to their peers/sets a good example, they then move their peg to this stage.
<u>Super Student</u>	When a child consistently models the highest standard of behaviour and does something which particularly stands out within the class, they move their peg to the top stage and add a gem. Once their peg has 5 gems on it, they can choose a reward from the 'Reward Catalogue'. After this, the child would need a new peg to aim for this again. Five full pegs would constitute a larger reward.

Behaviour Stages

Our restorative approach means that we always have our eye out to catch before a 'peak'. Therefore, using sensory breaks and calming strategies to support as needed through our knowledge of the children.

If a child becomes dysregulated, then children need support to regulate- please see separate sheet.

Stage 1

- All children on 'ready to learn' with potential to move up (see above). All teachers spotting genuine opportunities to praise when school values and the Rishton Way are demonstrated.
- Awarding of Team points.
- Having a special responsibility such as Playground Buddy, House Captain, librarians, classroom jobs etc,
- Growth mindset teaching practices
- Stickers
- Headteacher's award
- Key stage Leader visits for recognition.
- Specific Subject Leader visits
- Consistency of approach across the school
- Should a sanction be needed then 3 warnings system to be put into place. Should the 2 warnings not be effective, and a 3rd warning be needed then a logical consequence needs to be put into place for the individual. This needs to be timely. This may include:
 - Missing some of play or lunch time with teacher.
 - Removal of a privilege (e.g. opportunity to represent school at clubs and sports).

Stage 2

This is when a child's behaviour/s have continued despite the encouragement strategies staircase being used by staff working with the children.

Pupil to be seen by key stage leader for a discussion, and a sanction to be issued. Parents to be informed. Discussion with teachers/SLT/SENDCo regarding the need for possible IBP/referral/SEND pathway/Pastoral intervention.

Stage 3

At this stage if behaviour is persistent or escalating or child is unresponsive then level 3 becomes active. **See Stage 3 behaviour list.**

- Time in KS Leaders' classrooms.
- Dependent on behaviour, to DHT/Headteacher.

Encouragement Strategies Staircase – least intrusive to most intrusive interventions.

These strategies to be practiced in the everyday interactions within the normal parameters of the classroom.

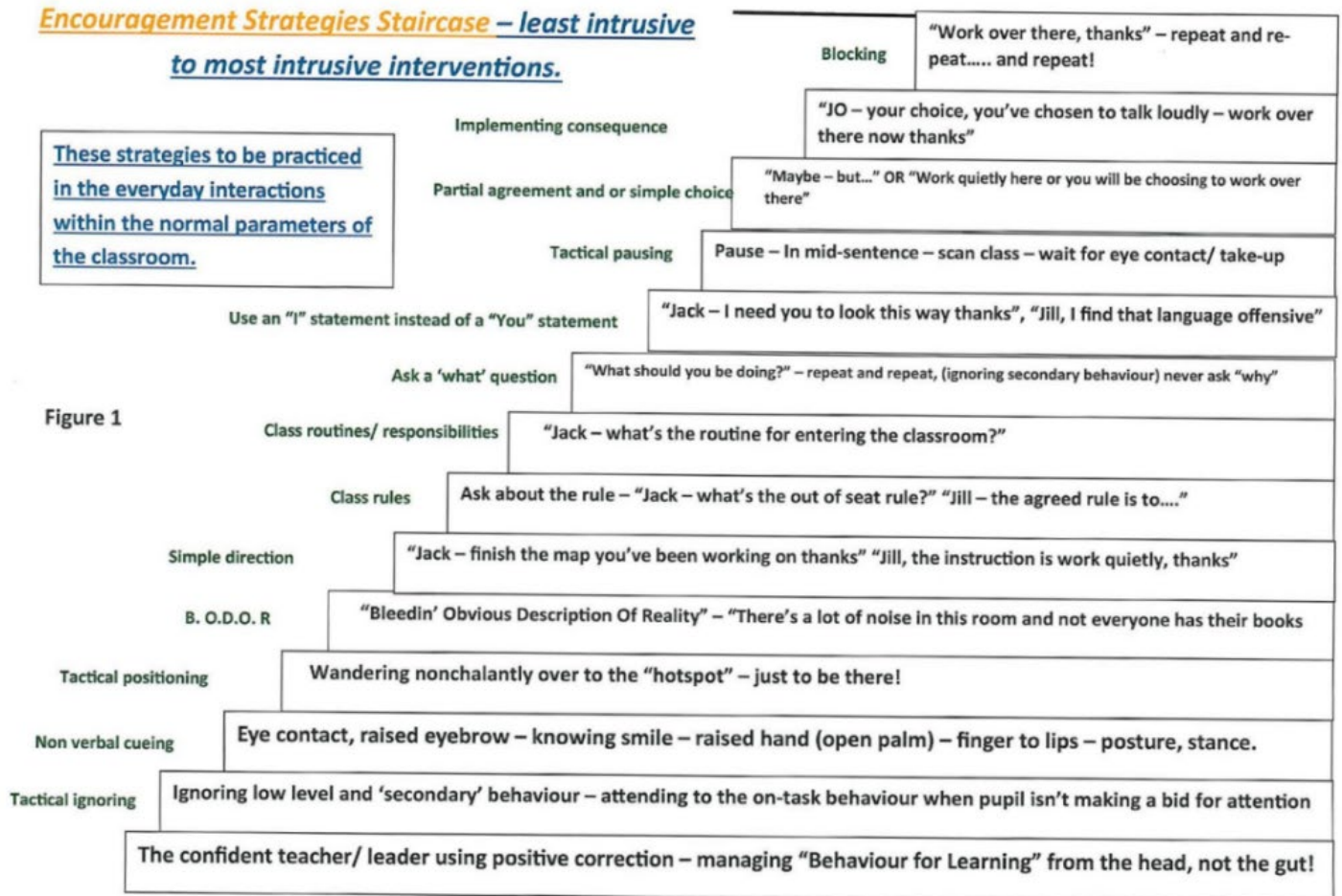


Figure 1

Individual Positive Behaviour Plans (IPBP)

There may, on occasion, be individual pupils who exhibit repetitive challenging behaviours that relate to areas of need outlined in the SEN Code of Practice: Communication and interaction; Cognition and learning; Social, emotional and mental health; Sensory and/or physical. On these occasions an Individual Positive Behaviour Plan is opened. This is a monitoring and intervention process that begins to track strategies and their effectiveness for the individual addressing their specific difficulties. The plan is created by the classroom staff who know the children best along with the SENDCO.

Regular meetings are scheduled to update details and assess strategy effectiveness.

Where these events involve harm to the child in question or other children, damage to property, a risk assessment will be conducted and implemented. External specialist support and advice will be sought and staff training provided if necessary.

Positive physical intervention

Team Teach training in the theoretical aspects of behaviour management and positive handling strategies ensures that staff are informed and confident in delivering a holistic and whole school approach to behaviour management. Restrictive physical interventions are a very small part of this training and only used as a last resort in order to keep everyone in school safe. Staff may only use restrictive physical interventions whilst their training is up to date. It must be noted that Team-Teach techniques always seek to avoid injury to pupils and staff, but it is possible that bruising or scratching may occur accidentally and these are not necessarily a failure of professional technique, but a regrettable and infrequent side effect of ensuring that pupils remain safe.

Exclusions

If a child's behaviour is very difficult to manage and/or poses a serious threat to the wellbeing of staff/children, or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to exclude a child.

Exclusions can be in the form of internal exclusion, external fixed term exclusion or permanent exclusions. In such instances, the child's parent will be informed in writing of the reasons for the exclusion, length of exclusion, steps taken to avoid exclusion and how to appeal the decision. Work arrangements will be made so that the child does not fall behind their classmates and a full re-introduction plan will be put in place and explained to the child at the first possible opportunity on their return to school. Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort.

Confiscation

The DfE Publication 'Searching, screening and confiscation – Advice for Schools (September 2022) states Headteachers have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item listed below

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- an article specified in regulations: tobacco and cigarette papers, fireworks or pornographic images.

The headteacher can authorise a search of pupils or their possessions [including bags] without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by the Senior Leadership Team. Teachers cannot be required to undertake such searches.

Teachers can instruct pupils to turn out their pockets and sanctions may be applied if they refuse to do so.

Rishton Methodist School and The Governing Body have decided other prohibited items are mobile phones, and other electronic devices, vaping cigarettes, matches and lighters.

Appendix 1

Stage 3 Behaviour Examples

Persistent Refusal of Work

Where a child is persistently refusing, over a protracted period, to access classroom tasks despite key stage leader, parental and behavioural interventions being in place and impeding the learning of others.

Bullying

Acts that are persistent, intentional or conscious abuse or misuse of power, malicious or insulting behaviour towards and individual group. See Bullying Policy for wider definitions.

Vandalism/Theft/Discriminatory language

- Vandalism - A significant act of intentional damage or defacing of school property.
- Theft - The act of taking another's property with intent on depriving that person of what is theirs.
- Discriminatory language- racist, homophobic, transgender language used negatively towards another or group of others.

Any violent act, aggressive and or intimidation act towards a child or adult

Where the act leaves another child with a mark or is dangerous to others; or is shocking in intensity.

Any of the above acts towards an adult.

Verbal abuse towards others, child or adult.

Distinction to be drawn between inappropriate language and abusive language.

- Inappropriate Language e.g this place is sh*t, my work is a fu\$%ing mess.
- Verbal abuse e.g. intended personally towards another e.g f@%k off, you're a b@%ch.

SUPPORTING CHILDREN TO REGULATE

Children who may have experienced trauma or who have attachment needs can sometimes struggle to move between feelings and emotions and also don't always recognise the need to do so. This makes self-calming very difficult for them. It also means they may not be able to discharge overwhelming feelings in a healthy and appropriate way (Bomber 2007).

This may be due to the fact that they were not soothed and supported consistently by their parents or carers when they were younger.

As professionals we need to support children and young people when they become distressed and teach them how to manage these high levels of stress. Children will usually require an adult to co-regulate with them initially. This includes modelling how to respond to strong feelings.

They key to supporting children to regulate is to notice early when they may becoming anxious or stressed and intervene before these feelings strengthen and their behaviour becomes stronger. Bomber (2020), explains the need for adults to give regular relational approaches with children, which are regulating to teach children who have experienced toxic stress.

Louise Bomber, in her book "Inside I'm Hurting" recommends a calm box. This is a small box which contains cards made by the adult and child which have different activities which can be used to soothe the child.

Louise recommends they have a written but also visual explanation. The activities should take no more than 5 minutes but can be shorter.

Some ideas for calm box activities could include:

- Sorting objects into colours/shapes, etc.
- Colour a pattern in a book
- Listen to a relaxation song
- Play with a fidget toy for 3 minutes

Over time, the adult shouldn't have to prompt the child to use the box as they start to recognise themselves when they need it. Finally, the child should be able to internalise the process of calming down without the need for the box.



- Beacon House state that activities need to be:
- Relational (offered by a safe/trusted adult)
 - Repetitive (patterned)
 - Rewarding (pleasurable)
 - Rhythmic
 - Respectful (of the child and family)

Below are some suggested activities from Bomber 2020, 2011 & 2007 and Beacon House. We have categorised them to help organise them, but many would fall into more than one category. We would also suggest that many of these could be used with groups and whole classes as well as with individuals. They can also be used regularly and periodically as this will support children with remaining regulated, rather than just used at times of high stress.

It is also important to note that not all strategies will work with all children and it's about an individualised approach.

Type of Activity	Activities and Ideas
<p>Exercise</p>	<ul style="list-style-type: none"> • Being asked to do regular jobs. Eg. 'heavy' pushing and pulling tasks/activities such as sweeping, hovering, cleaning windows/tables, emptying bins, delivering fruit/milk, setting up the lunch tables etc. • Walking breaks • Show visitors where things are in school • Bouncing (trampolining and space hoopers) or other rhythmic activities such as star jumps, marching, rocking chair, dancing etc. • Climbing • Swinging/hanging. Eg. from a tree/monkey bars • Hanging over a gym ball • Gym equipment in school eg. rowing machine, bikes, gorilla gym • Interactive play. Eg. thumb war, twister, passing balloons, popping bubbles with different body parts, building towers with hands, adult chasing and catching child • Movement minutes in between tasks • Songs with actions • Stretching • TRE (Tension and trauma releasing exercises) - videos on YouTube • Go Noodle website



Appendix 3

SUPPORTING CHILDREN TO REGULATE Document from Trauma Informed Lancashire.
<https://traumainformedlancashire.co.uk/>

Rhythmic (drumming, tapping etc)	<ul style="list-style-type: none"> • Formal/informal lessons • Self-tapping on knees whilst thinking of positive things • Self-tapping whilst breathing • Drumming, percussion • Wrinding masking tape around cardboard tubes • Hammering • Sorting tasks. Eg. ensuring coloured pencils are correctly organised
Breathing	<ul style="list-style-type: none"> • Trusted adult breathing (child matches adult using non-verbal cues) • 4-7-8 technique (inhale, hold and exhale) • Can place hands on the stomach and watch them move • Breathing exercise cards at childhood101.com • Blowing things as a focused activity (deep breaths) • Meditation • 3 slow deep breaths before new activity • Blow out your fingers as if they are candles on a cake - counting aloud to ten • Wind musical instruments
Music	<ul style="list-style-type: none"> • Using headphones to listen to music privately or rhythmic poetry • Singing together • Music in the background whilst doing a task - with rhythmic beats
Mindfulness/Focus	<ul style="list-style-type: none"> • Colouring and the arts in general. Eg. modelling, painting etc. • Cutting/sticking • Hole punching • Online resources for mindfulness and meditation: do-behindful.com, BBC (7 techniques for helping keep children calm), coping-skillsforkids.com, bigifjournal.com, calmforkids.com. • Being outside in nature, including 'working the land' Eg. gardening. • Baking - kneading is a physical activity and you need to take notice of how the dough changes • Lego • Using animals/pets • Sensory activities • Books to support: 'Imaging Eating a Lemon' (2018) and 'Quiet the Mind' (2012). • Tangles and other fidget toys • Help group the pupil through questions such as 'name 5 things you can see that are...' (Eg blue)' 'name 4 things you can feel' 'name 3 things you can smell' to engage the senses



Comforting	<ul style="list-style-type: none"> • Warm blanket/weighted blanket • Warm drink • Wheatbags heated in the microwave • Aroma cushion • Hot water/battle (if they have stomachache) • Menthol rub • Ice packs • Wet flannel • Ice cube to suck on • Frozen bag of dry rice • Sensory snacks for calming. Eg. toffees, chewy bars, frozen strawberries, hot chocolate, cuppa soup. • Sensory snacks for stimulating. Eg, crunching on ice, apple, oranges, celery, citrus drink, drinking from an orange through a paper/bamboo straw (be mindful of allergies) • Safe Touch. Eg, stroking a back or an arm, massage etc. • Things to chew on. Eg. gel ring, chewy tube or 'chewiry'
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Other strategies include:

- Use PACE in all interactions within school.
- SOS bags (for if they run off) micro towel to sit on, chewy sweets, mindful colouring sheets -set us base with bag nearby (rather than chasing them).
- Action plan for child for what to do if becomes dysregulated – all teachers/staff to follow. Bomber 2020 refers the list of things which help an individual to regulate as their "Safe Anchor".

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