



Headteacher: Ms Kirsty J Ratcliffe

RELATIONSHIPS (BEHAVIOUR) POLICY 2022-23

Background / Purpose

Pupils are referred to Park Aspire Pupil Referral Unit (PRU) from the Local Authority when they have been permanently excluded from a mainstream school in order to provide day six education as outlined in the DfE guidance.

Park Aspire provides education for children who are not able to attend mainstream school. Park Aspire is often attended by children who have been permanently excluded for behavioural reasons. Under the SEND Code of Practice 2014, these children would be classed as having social, emotional and mental health issues (SEMH) which predominantly form the underlying reasons for their sometimes-challenging behaviour. Children attend Park Aspire full time and it is intended to be a transitional placement until the Local Authority finds them a more permanent educational placement.

Pupils attending Park Aspire have a range of learning, social, emotional and behavioural needs and, therefore, personalised programmes are developed to address specific individual needs. Given the complex needs of the pupils within the school it is necessary to undertake risk assessments which will be undertaken in collaboration with parents/carers, previous school and other agencies, as appropriate, to provide a holistic approach. These are updated/ monitored and discussed with staff continually. All pupils' social, emotional, behaviour and learning needs are reviewed regularly.

At Park Aspire, we are all committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed, calm and safe atmosphere. We believe that setting high standards for behaviour is an integral part of having positive attitudes to learning and raising attainment. We also believe that good manners, good behaviour, respect and thoughtfulness are important qualities for all children to develop throughout their lifetime. We believe that we have a duty to support the pupils at Park Aspire to nurture these qualities and values during their time with us. We also believe that an appropriately structured and creative curriculum and good standards of teaching and learning contribute to good behaviour. Planning for the personalised needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to tackle the challenges that lay at the root of poor behaviour.

This policy must be considered along with other policies, which directly impact on pupil behaviour, particularly:

- Teaching and Learning/Creative Curriculum
- Assessment
- Care and Control
- Alleged Racist & Anti Bullying Policy
- Positive Handling (including restraint) and Safe Touch Policy

Policy Objectives

- To create a learning environment which allows pupils to thrive and make good progress from their baselines. The needs of pupils are accurately identified and supported in order to develop the social, emotional and behavioural skills of pupils.
- To enable pupils to successfully re-engage in education at the most appropriate setting along the continuum of provision.

Avenue Road, Bradford, BD5 8DB

Email: Office@parkaspire.co.uk

Tel. 01274 735298

It is a primary aim of Park Aspire that all learners and staff feel valued and respected and that each person is treated fairly. Park Aspire is a caring community, whose values are built on mutual trust and respect for all. This Relationships Policy is therefore designed to support the way in which all members of the learning community work together in a mutually supportive way. Key to this policy is the promotion of good relationships, so that both staff and pupils can work together with the common purpose of helping everyone to learn and stay safe.

Park Aspire recognises that pupils placed here have experienced difficulties in meeting and responding to the day-to-day challenges of a mainstream school. Park Aspire provides personalised support in extending their range of emotional, social and behavioural skills and achieving appropriate learning outcomes.

The aims of our Relationships Policy are to encourage pupils;

- To make positive changes in their behaviour enabling them to operate effectively within educational, family and the wider community settings.
- To begin to work through their challenges
- To become responsible for the choices they make
- To strengthen their emotional literacy and increase their feelings of self-worth
- To self-manage their emotions and make positive behavioural choices which contribute to life readiness.

To achieve these aims Park Aspire will:

- Provide high quality learning experiences for all pupils
- Provide strong leadership and a positive ethos
- Ensure all staff act as positive role models
- Seek and respond to the views of pupils
- Present clear and well defined routines which give order to the school day
- Provide a framework of rewards and consequences which will be consistent across school
- Provide a nurturing environment throughout the school which enables pupils to respond appropriately in challenging situations using a restorative approach
- Enhance support at difficult times with an extended offer from the Behaviour Manager, Assistant Behaviour Managers, Pupil well-being Manager, Personal Development Leader, Outreach Leader and Play Therapist
- Agree personal behavioural and learning targets with pupils
- Provide individual support for pupils in order for them to complete tasks set either in class or in an alternative area more appropriate at that time
- Make use of pupil assessment data for social, emotional and mental health development (SEMH Assessment Tool, etc), alongside academic assessments to provide individual provision planning
- Respond respectfully to a pupil in crisis by implementation of actions specified in their risk assessment (Zones of Regulation Toolkit, happiness bags, Team Teach strategies)
- Involve parents/carers and appropriate services in providing a holistic response to pupils' needs
- Effectively manage each pupil's transition into and out of Park Aspire
- Provide training for staff to enable them to effectively fulfil their role
- Manage monitoring and review procedures which inform the continuous process of policy review and improvement
- Be challenged and supported by professionals and management committee.

Overview

The Park Aspire relationships Policy is built upon a four R's framework that clearly identifies our rights and responsibilities as learners and leaders in learning.

Our rules and routines underpin the curriculum and its delivery. Staff and pupils engage with rules and routines throughout lessons and measure progress against them.

The four R's drive the development of positive behaviour of all our pupils. The framework provides a structure to promote behaviour for learning which will develop all of our young people into independent learners who are ready for their next phase of learning.

RIGHTS

We all have the right to:

- Be respected, trusted and valued.
- Learn in a calm and safe environment.
- Access an environment that promotes our well-being.
- Be listened to and be heard.
- Experience and participate in the highest standard of learning and teaching which meets our needs.

RESPONSIBILITIES

It is our responsibility to:

- Follow rules and routines.
- Treat each other with respect.
- Actively participate in the highest standard of learning and teaching to ensure we achieve our potential.
- Support one another in our learning journey by working hard to meet our targets.
- Go the extra mile for others and work as a team.

(See **appendix 1** for responsibilities of adults involved with pupils)

RULES AND ROUTINES

Rewards:

A combination of the following rewards will be used in each classroom and used at the discretion of adults. Teachers and other staff meet regularly to ensure that rewards are fairly applied across the school/classes and are age-appropriate.

- Verbal praise
- Stickers for work
- Trips related to topic
- Star of the week in each class – certificates awarded each week in assembly
- Positive notes home/ teacher praise notes
- Class rewards (linked to class targets)
- Weekly star pin badges across KS2 & KS3. These can be achieved for the following;
 - Positive behaviour
 - Random act of kindness
 - Academic achievement

Points system

Pupils behaviour and work is tracked through a point system, these points are collated weekly and pupils achieve Friday afternoon clubs if they achieve their individual points target. Pupils can see a track of their points at the end of each day as well as reflecting on their points throughout the day. Pupils are set specific individual short-term behaviour targets and can achieve up to 60 points per day, equating to 300 points for the week.

- 285 pts or more = certificate in assembly
- Points System: – 1500 points = Bronze Card
3000 points = Silver Card
4500 points = Gold Card

6000 points = Platinum award
7500 points = Ruby Award
9000 points = Diamond Award
10,500 points = Emerald Award

Following the achievement of each card, pupils will be awarded £2, which they can spend at the end of the academic year (earning a maximum of £15).

Additional to the pupil's individual short term target, pupils exhibiting positive behaviors in school, earn tickets to spend in our 'Pop up Reward Shop'

Tickets are given as follows:

- 1 BTB stamp for achievement of the daily target on the day sheet
- 1 BTB stamp for English
- 1 BTB stamp for Maths
- 1 BTB stamp for afternoon session
- 1 BTB stamp for social times
- 1 BTB stamp for weekly target achieved
- 1 BTB stamp if the pupil is seen exhibiting a clear 'be the best you can be' (BTB) or going over and above (in class staff will be permitted to use 1 per day, out of class staff will be permitted to use two per day).

Rewards from our shop could be a treat, piece of equipment or game etc. Pupils can save them up or club together to pool their resources for something to share.

The last 15 minutes of each day is reward time, where the pupils can choose something to do if they have achieved their daily target. This might be time spent in the hall, playing a game, social time etc.

Sanctions

Equally to develop the skills of our pupils we will use sanctions to identify boundaries, deter inappropriate behaviour and direct pupils towards positive behaviour.

On the points sheet for each pupil there is a specific section, which monitors behaviour and there are three points which can be earned for positive behaviour in this section. They are:

1. Using appropriate language.
2. Short term, individual behaviour target.
3. Following staff instructions.

Session 1 & 2

Breakfast

- Toast on arrival + water (Mon-Thurs) – Class staff to prepare this as pupils arrive to settle to morning activity.

Tuck shop breakfast

- Before/During Break-time - A variety of snacks offered, such as cereal, milk, breakfast bars, snack a jacks etc. All pupils are entitled to this providing they have not left the classroom during registration, session 1 & session 2. Pupils making effective use of their quiet area is permitted. If they have left the classroom, they will still be permitted to tuck breakfast, but this will be fruit and water only.
- All pupils staying in class during registration, session 1 & session 2 throughout the week, will be permitted to 'Friday Special Breakfast'. This may include patisseries, spread on toast, special cereal etc.
- Pupils who have not adhered to staying in the classroom during registration, session 1 & session 2 throughout the week will have toast at the same time.

Milkshake Friday

- All pupils can collect a milkshake after assembly on a Friday, providing they have attended, stayed in and behaved in a manner adhering to the expectations outlined in the school's behavior policy. Additionally they will stay in class during registration, session 1 & session 2 throughout the week.

Session 3 & 4

- Following appropriate completion (not displaying any yellow, amber, red behavior's) of session 3 & 4 a pupil may receive 10 minutes social time prior to lunchtime. Pupils displaying any yellow or amber behavior's during these sessions will result in 5 mins (yellow behavior's) or 10 mins (amber behavior's) of reflection time. Any red behavior's displayed during session 3 & 4 will result in 10 mins reflection time and missing break time.

Session 5 & 6

- Following appropriate completion (not displaying any yellow, amber, red behavior's) of session 5 & 6 a pupil may receive 15 minutes social time prior to hometime. Pupils displaying any yellow or amber behavior's during these sessions will result in 5 mins (yellow behavior's) or 10 mins (amber behavior's) of reflection time. Any red behavior's displayed during session 5 & 6 will result in 15 mins reflection time.
- These pupils will be expected to complete reflection time at the end of the day where behaviour will be reflected on. Failure to comply will mean the pupil has to complete during their next break-time. If they are still refusing to cooperate, parents / carers will be invited to sit in a reflection session with their son / daughter the following afternoon or at their convenience.

(See **appendix 2** for yellow/amber/red behaviours)

Withdrawal from break times may be used for inappropriate behaviour or if a pupil is required to complete work missed, due to inappropriate behaviour or refusing to complete the work set. Staff will offer pupils all the help they need prior to this to avoid this happening. Reflection Time during break-times will be carried out by the out of class team (Behaviour & well-being).

Should a pupil be required to stay after school (this must be agreed by SLT) the parent/carer must be notified and in agreement with this consequence.

The green paper slip is to be used by all staff to make SLT aware of serious behaviour issues within class that need immediate attention.

Racism

Use of direct racist language:

1st incident – Class Teacher to speak to pupil, record incident on CPOMS and parent will be informed.

2nd incident – Report to Safer Schools Officer (if not available, notify a member of Senior Leadership Team) and pupil to work outside of the classroom.

3rd incident – Report on police system completed by Safer Schools Officer & on appropriate recording system by School Business Manager.

Reflection Time outlined

Wherever possible, Park Aspire will seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others behaviours with a view to providing a positive outcome for all involved. A restorative meeting either formal or informal, may then be arranged, at which the pupil is encouraged to think about the following:

- What happened
- How they felt at the time
- Who was affected by what happened
- How they feel about it now
- Repair and the future
- Accept responsibility

If the issue cannot be resolved.

- Your parents/carers will be contacted.
- You may be sent home as part of a fixed term exclusion.
- You may be called to a meeting to discuss your behaviour.

Serious breaches of the Rules and Routines or non-resolvable difficulties will result in pupils and parents/carers being called to a meeting

The meeting will decide what further action should be taken from the following outcomes:

- Take no further action (in exceptional cases only)
- Renegotiate agreement (timetable restructure/group change)
- Restorative Justice
- Fixed term exclusion
- Involvement of other agencies eg the police / YOT / social care etc
- Parents/carers will be notified immediately and pupils, if agreed with parents/carers will be asked to leave the school with a fixed term exclusion.
- Pupils will be expected to attend a meeting with their parents/carers to try to resolve the difficulty.

Fixed Term Exclusions

At Park Aspire we understand that exclusions from school for risky behaviours are not always an appropriate consequence. We therefore aim to use a restorative approach to develop the skill-sets of children to manage their emotions and give them the opportunity to put things right. However, in extreme cases some behaviours, such as violence towards staff or other children, can result in fixed term exclusion, at the discretion of the Headteacher. Discussions are held between senior management, the class teacher and any other staff involved in the incident to determine the most appropriate consequence for a child. An internal exclusion may be used as an alternative to external exclusion. In these circumstances, a child will be supervised by a member of staff for the period of "exclusion" and will be expected to complete any work set.

Day-to-day operational routines:

After consequences have been implemented, a fresh start is encouraged. Each day is a fresh start unless under exceptional circumstances; this needs to be agreed with senior management.

Monitoring

Individual risk assessments are kept in a file in the staff room and are updated regularly following any new behaviour patterns and recorded on a database. Any time out of class is monitored by the behaviour and pastoral team and then is brought to the attention of the headteacher.

Children's behaviour is analysed and tracked at least every half term by the behaviour and pastoral team. SEMH Assessment Tools are completed by staff and monitored closely by SLT. All pupils are continually assessed for their individual education pathways - readiness for reintegration into mainstream/or assessed for an EHCP to identify an alternative educational provision.

A record of any child who is excluded for a fixed-term is kept by the Business Manager and kept electronically on the SIMS Database. Figures are reported to Management Committee at each meeting identifying individual pupils through the Headteacher's report.

It is the responsibility of the Management Committee to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Review

All Park Aspire staff and the Management Committee review this policy annually.

They may, however, review the policy earlier than this, if the government introduces new regulations, or if the Management Committee receive recommendations on how the policy might be improved.

THIS POLICY IS REVIEWED ANNUALLY

SIGNED ELECTRONICALLY BY: Kirsty Ratcliffe – Headteacher 7.9.22

SIGNED ELECTRONICALLY BY: Sue Mawson – Chair of the Management Committee 7.9.22

Appendix 1 - Roles and Responsibilities of adults involved with pupils

The Leadership Team will:

- Be responsible for the implementation of this Relationships Policy
- Provide leadership in the promotion of a positive ethos which places high value on qualitative relationships amongst all members of Park Aspire's learning community
- Be responsible for providing explicit guidance to staff, pupils and parent(s)/carer(s) on behaviour management, including an agreed framework of rewards and consequences
- Ensure that relevant background information from the previous school and information from the parents/carers and agencies is used to inform each pupil's personalised behaviour support programme
- Ensure that pupils are involved in identifying and determining their behaviour targets in order to take responsibility for their own behaviour and learning
- Ensure that foreseeable risks in relation to a pupil's behaviour are assessed and appropriate supportive actions are implemented
- Maintain Park Aspire's behaviour reporting records
- Facilitate staff training so that pupils' needs are effectively met
- Report to the Management Committee on the effectiveness of the policy
- The Headteacher has responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour.
- Repeated serious/criminal incidents will be dealt with by Park Aspire Safer Schools Officer.

All Park Aspire staff will:

- Act as positive role models and promote an ethos of participation and responsibility
- Demonstrate high expectations of pupils in relation to behaviour and learning
- Intentionally respond to the behaviour of pupils so as to facilitate their progress towards identified behaviour targets
- Maximise the influence of Park Aspires framework of rewards and sanctions
- Use de-escalation techniques and physical intervention as necessary and with due regard to training (Team Teach) (See Physical Intervention Policy)
- Ensure all necessary recording and reporting requirements are adhered to. Staff record incidents of misbehaviour on CPOMS
- Serious incidents/accidents/PIs are recorded on relevant forms located in the staffroom and on the Teacher Network (Behaviour & Incident Reports) and these are then recorded on the Council's RIVO online recording site. All serious incidents of racial abuse and bullying are recorded on the Council's Sentinel database by the School Business Manager and passed on to the Safer Schools Officer.

The Management Committee will:

- Take responsibility for setting down the above guidelines for our behaviour for learning policy and for reviewing its effectiveness
- Support the Senior Leadership Team of Park Aspire in its implementation.

Parent(s)/ Carer(s)

Parents/carers have the potential to significantly influence the behaviour of pupils; consequently, Park Aspire staff will seek their support and involve them in improving the behaviour of their child to ensure positive interactions and subsequently assist in their transition to mainstream or other educational provision.

Parents/carers sign a home school agreement on their child's admission to Park Aspire agreeing to work collaboratively with the school.

The school rules, expectations and rewards/consequence systems are explained to parents/carers prior to pupil admission. We expect parents/carers to support these; such support is essential to the success of the placement.

We expect parents/carers to support their child's learning and to co-operate with the school. We always work to build a supportive dialogue between home and school and we inform and work with parents/carers when concerns arise regarding their child's welfare or

behaviour. Staff maintain records for all children on CPOMS. In addition, a daily report sheet is completed and sent home. Teachers contact parents at least once a week to discuss a child's progress.

If parents/carers have any concerns/issues about their child, they should initially contact their class teacher. If these discussions cannot resolve the problem, they should contact a member of the Senior Leadership Team. The headteacher can be contacted if concerns persist. The Complaints Procedure is available from school should parents/carers not be satisfied with the way in which an issue has been dealt with in school.

Appendix 2 – Yellow/Amber/Red behaviours

Yellow behaviours	Consequential sanctions	Restorative processes
<ul style="list-style-type: none"> - Contraband not handed in - Wandering around school - Calling out - Casual swearing - Refusal to follow instruction 	<ul style="list-style-type: none"> - Loss of session points for following instructions or bad language <p>(See appropriate session outline)</p>	<ul style="list-style-type: none"> - Corrected behaviour - Apology/restorative - Contraband to be collected by a parent or disposed of

Amber behaviours	Consequential sanctions	Restorative processes
<ul style="list-style-type: none"> - Verbal abuse - Leaving the room without permission - Kicking/punching/slamming doors <p><i>Persistent uncorrected C1 behaviours</i></p>	<ul style="list-style-type: none"> - Loss of session points - Loss of break-time and reflection time - Refusal will be rolled over to next lunch or break session <p>(See appropriate session outline)</p>	<ul style="list-style-type: none"> - Once completed pupil can stay inside with an adult to have some down time - Apology/restorative with victim - Fixing of any damage
Red behaviours	Consequential sanctions	Restorative processes
<ul style="list-style-type: none"> - Making threats towards others - Absconding from site - Violence towards others - Damage to school property - Spitting - Racism/bullying/homophobia <p><i>Persistent uncorrected C2 behaviours</i></p>	<ul style="list-style-type: none"> - Loss of session points - Removal from class - Detention during daily reward time with work or reflection time - Internal isolation - Phone call home <p>(See appropriate session outline)</p> <p>Possible:</p> <ul style="list-style-type: none"> • After school detention • Exclusion • Crime recorded <p><i>To be decided by the Headteacher after discussion with the victim(s) and will depend on the context of the incident/pupil.</i></p>	<ul style="list-style-type: none"> - Apology/restorative with victim - Fixing of any damage - Meeting with SLT/behaviour team and a parent/carer