

## Positive Relationships and Engagement Support Local Procedures Ivy Lane School

Please refer to the main A4 Positive Relationships and Engagement Support Policy

### 1. Introduction

Our staff team and student council have met to share the views of themselves and children from their classes on what they felt make a school feel safe, happy and a great place to learn! After two meetings they agreed these school values with staff, all students and the headteacher:

- We are kind to other students, staff and visitors.
- We are responsible for our actions and joining in positively with learning opportunities.
- We are safe where we learn and with our actions.
- We are proud of our achievements and the achievements of others.

Classes personalise the presentation of these rules to meet the needs of their individual students. The rules are adapted for display and use in a range of locations including the playground, dining room, sports hall and minibuses. The values are reviewed annually by student council with the next review due in October 2026.

### 2. Local expectations/routines/rules

With the diverse needs of the school community individual classes will set their own expectations aligned with reward systems as to how the above values are met.

Our core expectations on a couple of key issues are:

- Students are not permitted to leave site during the school day unless it is part of a supervised and pre arranged educational visit.
- School uniform is encouraged and students and parents/ carers will be supported to help meet this expectation. Should wearing uniform risk being a barrier to attendance and positive engagement for a student exemptions can be made.

#### 2a. Mobile Phones

Our school rule is we hand our mobile phones to staff when we arrive at school and they look after them until the end of the day. Smart watches are only to provide the

time and count steps during the school days. Wearable tech (e.g. smart glasses) is not permitted.

### 3. Reward system

All students have access to regular praise and recognition for their positive behaviour and the achievements it leads to including:

- Verbal praise.
- Communicating praise to parents via a phone call or written correspondence.
- Certificates, prize ceremonies or special assemblies.
- Additional privileges and opportunities for additional responsibilities (e.g. lunch with a school leader or preferred staff, supporting staff with an event).
- Access to reward activities, trips or visits.

Where it supports student need, students are given points out of five in lessons with one point being allocated to displaying each of our values. A fifth point is allocated for exceptional effort above and beyond that expected. Children liaise with their teachers to agree rewards for consistently positive behaviours. These could include extra trips, reward time or social time with peers.

### 4. Consequences

At Ivy Lane School punishments are not used. When a child's behaviour is not aligned to the school wide PBS values, such behaviour is treated as a learning opportunity through staff interrupting the behaviour, redirecting to/modelling a behaviour aligned to school values and reinforcing that behaviour through praise and recognition. A child's access to an activity is based upon the child's ability to be safe at the time of the activity and not based on previous behaviour. It is only in very exceptional circumstances that a sanction would be applied for a child's behaviour and represents the least restrictive and most effective option available for that child at that time. If this occurs it should immediately be reported to the headteacher. The headteacher will then ensure the sanction is recorded in the school's central record alongside any professional actions which follow the sanction.

### 5. Relationships and Engagement Support

School-wide positive behaviour support (SWPBS) is an evidence based framework that brings together the school community to develop positive, safe, supportive learning cultures. SWPBS assists a school to improve social, emotional, behavioural and academic outcomes for children. At Ivy Lane School we provide child centred – compassion focused and trauma informed support placing relationships and a child's sense of safety and security at the heart of classroom management through:

- An understanding that all behaviour has meaning.
- Quality first teaching – Universal support of good planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning. Teachers use assessment information to adjust their teaching strategies, with the emphasis on progress

and achievement, rather than failure. Providing targeted support through additional interventions and specialist additional and highly personalised interventions.

- Encouragement, nurture, warmth and empathy.
- Promoting a sense of community belonging.
- Taking individual circumstances into account.
- Supporting autonomy, choice and control – children have influence over their day to day lives and learning.
- Building rapport - trusting relationships between and with children and each other.

An interdisciplinary positive behaviour support (PBS) plan which draws together all assessment information from Ivy Lane School's inter-disciplinary team and the EHCP information is developed. The PBS plan contains:

- teaching and learning outcomes
- strategies for communication
- strategies to meet sensory needs
- strategies to support emotional regulation
- environmental adaptations
- active strategies to prevent crisis from occurring
- reactive strategies to safely manage a crisis
- recovery strategies to re-enter a child into the school day

Where possible the plan is co-produced with the child, their teacher parents/carers and key worker. The plan is shared with other professionals involved in the child's life.

## 6. Behaviour Curriculum/Lifelong Learning

Expectations and societal expectations with regard to positive behaviour are taught across the PHSE curriculum. Classroom based sessions are supplemented by opportunities to practice skills developed in a range of community based situations alongside members of the public and peers. The weekly SMSC/ assembly program promotes positive behaviour across the year with regard to areas such as bullying, safe behaviour online and tolerance of the values and beliefs of others.

## 7. Quiet spaces

Ivy Lane School has no specific space designated for behaviour support. The majority of classrooms have a break out room and there are two sensory/ immersive rooms. All breakout rooms are multi use. Sometimes these are used as quieter work spaces and sometimes used as a quieter place for students to have space away from the main group at times of anxiety. To ensure safe use of these spaces staff are briefed not to 'take students into' these spaces and that when students are in these spaces they are free to leave at any time and supporting staff are either in the room

with the student or observing through the vision panel whilst stood well back so as not to create a human barrier at the doorway.

## 8. Transition

Each student new to the school has a bespoke transition plan to help them adjust to life at Ivy Lane. In transition meetings families and students are given information on school expectations and discussion/ support is offered where expectations may be hard for students to meet with additional support offered in a student's first few weeks depending on their own specific needs. Where students transfer classes whilst at Ivy Lane opportunities are provided for students to meet with their new teacher and discuss expectations in the new classroom.

## 9. Communication

Ivy Lane School uses daily notes home to feedback on everyday behaviours and activities. Behavioural incidents will be communicated to parents/ carers and when appropriate professionals on the day of the incident. Depending on individual communication preferences this may be written, telephone or in person communication as agreed on admission. Records of communication will be kept alongside incident reports. Class teachers will lead on ensuring all communication takes place in line with the above and will escalate more complex issues as required to school leaders.

## 10. Additional training

To fulfil their roles in managing a range of complex behaviours we expect staff to have the necessary training in the following approaches:

- Team Teach
- Thrive
- Elklan
- Relevant communication approaches (e.g. AAC, Makaton)
- Managing sensory needs
- Safeguarding
- Zones of Regulation

All staff will have some training in these areas with some staff accessing higher levels of CPD dependent on role. For classroom staff new to the school initial training in these areas will take place within their first six months in role.