



Ryedene Primary and Nursery School

'Growing together to succeed'

Behaviour Policy

Introduction

At Ryedene Primary and Nursery School, the school is a community in which behaviour is based on mutual respect and consideration for others. The school is organised so that children and staff are happy, confident and at ease. The values, standards and attitudes of the 'school family' are made clear to the children through example and discussion so that they are understood by them and made their own. We encourage everyone to implement rules fairly and consistently to foster good behaviour in a positive way within an ethos of hard work, care, commitment and responsibility. There is a clear and shared understanding of the expected standards of behaviour by children, parents and staff.

The purpose of this policy is to ensure a consistent approach throughout the whole school. Great importance is placed upon this Behaviour policy as it sets the ethos for our school.

Objectives

All pupils should:

- 😊 Be courteous and considerate to one another and to all adults in the community.
- 😊 Know that they are important contributors to the smooth running of the school.
- 😊 Take responsibility for their actions and tell the truth.
- 😊 Be aware of how the school's 'Actions and Consequences' system operates as a result of positive and negative behaviour.
- 😊 Know that they always have access to fair and reasonable treatment.
- 😊 Know that in the event of a problem or grievance they will be given a safe and confidential hearing from an adult in the school.

All staff should:

- 😊 Be aware of the agreed behaviour policy and procedures.
- 😊 Co-operate with colleagues and parents in the implementation of the behaviour policy and procedures.
- 😊 Offer the pupils a role model by demonstrating respect for colleagues, parents and children.
- 😊 Reinforce school aims objectives and rules with their class and with pupils throughout the school.
- 😊 Know that the Headteacher, Deputy Headteacher, Assistant Headteacher and Inclusion Manager are available should professional consultation be necessary.
- 😊 Ensure that all those who work or visit our school exhibit behaviour in keeping with this policy.

Ryedene Primary and Nursery School Behaviour Policy

The Headteacher, Deputy Headteacher, Assistant Headteachers, Inclusion Manager and Learning Support Assistants are responsible for:

- ✓ Working with appropriate staff to include behaviour targets in EHCPs / PLPs for children with significant behaviour issues.
- ✓ Working with appropriate staff to draw up Consistent Management Plans (CMP) for pupils with persistent significant behaviour difficulties.
- ✓ Lead monitoring and review of EHCPs and CMPs
- ✓ Advising and supporting staff to implement appropriate behaviour strategies.
- ✓ Liaising with parents and outside agencies as necessary.

The Headteacher is responsible for:

- ✓ The day-to-day management of the behaviour policy.
- ✓ Ensuring that the needs of pupils, staff and parents are fully met.
- ✓ Allocating sufficient funds for the successful implementation of the policy.
- ✓ Reporting to the governing body.
- ✓ Ensuring that the behaviour policy is reviewed annually.

The parents are responsible for:

- ✓ Supporting the school's behaviour policy and their child's individual behaviour targets and/or plans (where appropriate).
- ✓ Attending meetings with school staff, if deemed appropriate.

The Classroom Approach

At Ryedene, all teachers aim to create a happy and well-ordered class environment where pupils are respectful of each other, co-operative, friendly and working productively. Each teacher must find their own 'classroom' style but each must have practical strategies for the management of behaviour. Such strategies will include classroom awareness, the monitoring of groups and individuals, making work satisfying and sufficiently challenging for the most able and appropriate for the less able, the use of praise and the effective establishment of clear classroom rules.

Despite the best efforts of teachers, individuals may occasionally present challenging or difficult behaviour. Where this occurs, teachers will be supportive to each other through a system of mutual support. Problems will be discussed jointly with colleagues, and occasionally with parents, where solutions and consistent strategies can be agreed. Persistent or serious problems are referred progressively to the Phase Leader, then Deputy Headteacher or Assistant Headteacher, then the Head of School. In exceptional cases discussion may need to take place with the Inclusion Manager for a potential Consistent Management Plan to be put in place.

The Playground Approach

We have a clear understanding of the expected standards of behaviour and encourage co-operative and constructive play in the playground and on the field. Supervision is provided by the teaching staff on a rota system during morning playtime. Staff collect the children and drop them back to the playground before and after school. Lunchtime supervision is by the Senior Leadership Team, Midday Assistants and class LSAs. It is recognised that the task of the Midday Assistants and LSAs is an important one

and that with the right expertise they can make a significant contribution to maintaining the standards of behaviour. We aim, therefore, to support them and help to develop their skills through appropriate training. To encourage positive and constructive behaviour at all break times, children are provided with a variety of play equipment.

Rules are clearly explained to the children for their own safety and mutual respect. Adults on duty will normally apply verbal warnings and appropriate sanctions for minor offences. Serious cases of bad behaviour will be recorded on the school CPOMs system. The Head of School will apply greater sanctions for repeated or more serious offences and this will involve discussion with parents.

The Golden Rules

The foundation of this policy is rooted in the following principles:

- 😊 Be gentle; using kind hands and feet
- 😊 Be kind and helpful
- 😊 Work hard and strive to achieve your best
- 😊 Look after property
- 😊 Always listen to others when they are speaking
- 😊 Be honest and truthful

These rules are non-negotiable and apply to everybody.

Encouraging Good behaviour

Good behaviour is of paramount importance and all adults working in the school share the responsibility for maintaining good behaviour not only in the classroom but throughout the school. We recognise that positive attitudes and positive behaviour can be fostered through pupils experiencing success and by celebrating their achievements. We, therefore, aim to reward children for their efforts with the approval of their friends, teachers and parents. We aim to celebrate publicly and therefore encourage children's efforts not only in academic work, but also in social behaviour and general achievement.

Our weekly 'celebration assembly' offers such an opportunity to celebrate success with Certificates, and Trophies - the Ryedene 'Oscars'. The giving of stickers and house point tokens to all pupils, by **ALL** staff at any time during the school day, gives immediate recognition and reinforcement for good behaviour, effort and politeness. The Senior Leadership team also provide children with silver and gold stickers each day when they have demonstrated positive learning behaviours, politeness and work outcomes.

Encouraging Good behaviour - Specific rewards

These are given for 3 reasons:-

1. General good behaviour
2. Demonstrating the Ryedene values (determination, aspiration, honesty, respect, responsibility)
3. Demonstrating the Ryedene Golden Rules

Specific awards given on a regular basis are:-

- Praise
- Golden tickets - drawn in a year group raffle by the head teacher in assembly.
- House points - given as a physical white token by ALL staff
- Printed stamps in books (You're awesome, well done etc)
- Stickers
- Star of the week - given by Head teacher in assembly
- Tea with the head teacher
- Extra 5-10 minutes breaktime or lunchtime
- Fortnightly reward party for children who show consistent good behaviour every day for previous 2 weeks.

Hierarchy of Sanctions

The following details the hierarchy of sanctions available to the children who are unable to follow the school rules during class time and/or break and lunchtimes:

1. For minor incidents (fiddling, time wasting, swinging on a chair, chatting in class): **Warning as part of class system**
2. For continued 1 incidents or more serious incidents (calling out, walking around, rude noises, constant talking, arguing): **Move child's place or timeout in partner teacher's class).**
3. For continued 1 and 2 incidents or more serious incidents (refusing to comply; swearing or other verbal abuse towards children or adults; a scuffle; damaging property): **Recorded as 'Behaviour' incident on CPOMS, Loss of playtime/lunchtime (timeout in Deputy, Assistant or Head Teacher's Office).**
4. For continued 1,2,3 incidents or more serious incidents (stealing, vandalism, racism, violence, running around the school, persistent bullying, physical assault on staff, personal verbal attack, severe defiance, criminal damage to school property, out of control physical assault on another pupil: **Child will have a fixed term suspension; daily progress monitoring charts, monitored daily by class teacher and weekly by Deputy; Head/Deputy and class teacher to meet with parents and child (if appropriate) and keep under review.**
5. If the child has a series of exclusions: **Pastoral Support Plan meeting with all relevant staff, pupil and parents/carers - Multi agency meeting.**
6. If there are no improvements in 3 and 4 incidents and the learning and welfare of themselves, staff and other children are being put at risk on a daily basis: **Permanent suspension.**

'For every action, there is a consequence'	
Behaviour	Consequence
Step 1 Minor incidents: • Fiddling • Time wasting • Swinging on a chair • Calling out • Chatting in class	A verbal comment to encourage appropriate behaviour

• Distracting other children • Failure to move quietly and sensibly around the school • Rude noises	
Step 2 • Continued incidents from Step 1 or more serious incidents • Constant talking • Not completing enough work in a lesson • Arguing with an adult	Child to be moved to a new place in the classroom to prevent distractions Child to have a 'time out' in another class
Step 3 • Continued step 1 and 2 incidents • Being dishonest • Rudeness to staff or children • Name-calling • Refusal to respond to requests • Swearing • Minor damage to property (broken stationery etc.) • Fighting, including physical assault on another pupil • Inappropriate online behaviour (in school) • Internal Truancy - children on school site but refusing to enter classroom or to complete work	Recorded as 'Behaviour' incident on CPOMS Loss of playtime / lunchtime (timeout in Deputy, Assistant or Head Teacher's Office). SLT and Parents informed
Step 4 • Continued Step 3 incidents • Stealing • Vandalism • Racism • Violence • Persistent bullying • Physical assault on staff • Personal verbal attack • Severe defiance • Criminal damage to school property	Child will have a fixed term suspension Daily progress monitoring charts, monitored daily by class teacher and weekly by SLT Head/Deputy/Assistant HT and class teacher to meet with parents and child (if appropriate) and keep under review.
Step 5 • Continued Step 4 incidents • If the child has a series of exclusions	Pastoral Support Plan meeting with all relevant staff, pupil and parents/carers Multi agency meeting.
Step 6 • If there are no improvements in 3 and 4 incidents and the learning and welfare of themselves, staff and other children are being put at risk on a daily basis...	Permanent suspension.

N.B. This 'Hierarchy of Sanctions' will not be followed verbatim for exceptional cases where a child(ren) with a condition which can lead to specific or serious behaviour difficulties.

Recording Behaviour

Records of behaviour are kept centrally on behaviour management system. The system helps ensure that pupils can expect fair and consistently applied punishments when merited along with positive guidance. Our sanctions are applied in an effort to promote good behaviour and make apparent the distinction between minor and serious offences.

Bullying

We aim to promote a climate of positive values which will ensure a secure and happy environment for every pupil. Our whole school policy deals with bullying which contributes to the good health and positive ethos of the school community and forms part of the school's personal and social curriculum. See Anti-Bullying Policy.

Equal Opportunities and Racial Prejudice

We aim to promote equal opportunities for all children and adults and avoid discrimination against any individual or group. We encourage an open-mindedness and lack of discrimination in the behaviour and language of our staff and pupils. Physical or verbal abuse or harassment of individuals on account of their race, disability or gender will not be tolerated. All staff should be alerted to any signs of racial harassment and take appropriate action based on clear rules which are backed by sanctions. Our equal opportunities policy forms part of the schools' personal and social curriculum.

Evaluation and review

The school behaviour policy has been written in consultation with governors, pupils, parents and staff. The curriculum and pupil related sub-committee of the governing body will receive a termly report from the Headteacher. The review process provides an opportunity to evaluate the effectiveness of the implementation of this policy. All aspects of the policy will be considered with particular emphasis on the numbers of pupils having their name recorded for negative behaviour, parental satisfaction and specific improvements in pupils' achievement.

Ryedene Primary School's anti-bullying policy is a sub section of the school's Behaviour Management Policy and links with the school's aims and Race Equality and Equal Opportunities Policy. It is our intention to devote a period of time each term to heighten awareness of this subject, as well as continuing to integrate it through P.S.H.E., Religious Education and Collective Worship.

Review

This policy will be reviewed every three years or sooner if considered necessary.
Next review May 2028