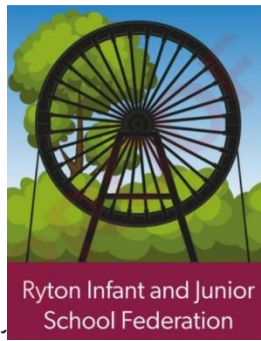


Ryton Infant and Junior
School Federation

POSITIVE BEHAVIOUR POLICY



A very warm welcome to Ryton Federation. Our school provides a very happy, caring and stimulating environment where children thrive.

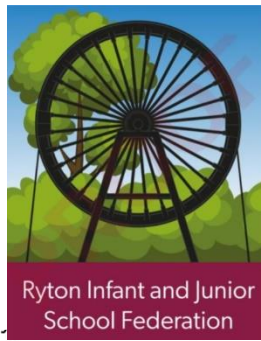
Positive Respectful Safe

At Ryton Federation, we know the behaviours we want our children to show and the behaviours we want our school community to display. We refer to this as *'the Ryton way'*. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: **'Positive, Respectful and Safe.'** We do this through our positive behaviour policy signposted in our 'Behaviour Blueprint.' which is available on our website.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: **building relationships** with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal
Education

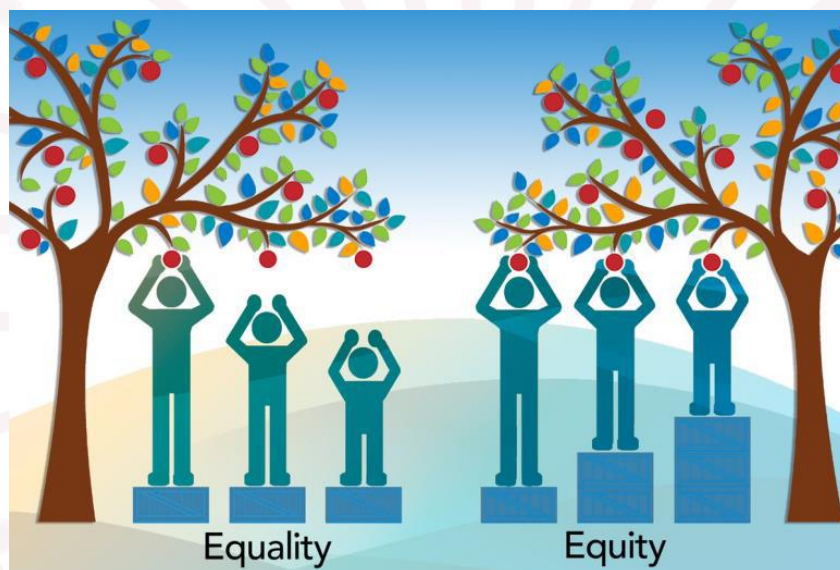


Main Aims:

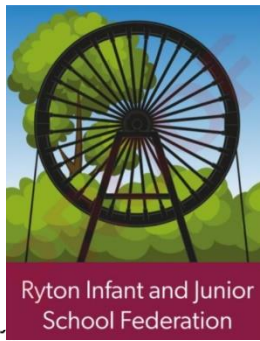
- To encourage excellent behaviour, self-discipline and respect
- To prevent bullying
- To encourage children to complete their work
- To develop a transparent system to encourage exemplary attitudes and conduct
- To encourage a culture of mutual respect
- To consistently apply school rules and advice for positive behaviour
- To accept that all pupils should be treated fairly, although not necessarily the same
- To ensure that staff have opportunities to learn how to support children and their behavioural needs
- To work in partnership with parents/carers
- To promote the welfare of all children at all times

Staff, Parents/Carers and Governors to Acknowledge:

'All children will be treated fairly but not necessarily the same.'



Some children have additional emotional and behavioural needs and these must be taken into account by every member of staff. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.



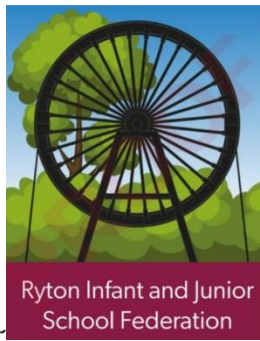
- Positive behaviour must be modelled by all staff members
- It is the responsibility of every member of staff to ensure that pupils know how to follow the school behaviour policy.
- We are aware of the need to work with other professionals when a child needs additional support with their behaviour

Discipline in Schools – Teachers’ Powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The same power applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a child’s misbehaviour occurs outside of school – ‘to an extent that is reasonable.
- Staff have the power to use reasonable force and other physical contact to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- They have the power to discipline beyond the school gate.
- Teachers have the power to impose detention outside of school hours.
- Teachers can confiscate pupils’ property.
- Teachers can discipline pupils whose conduct falls below the standard that could be reasonably expected of them. **See Appendix A and B**
- The consequence must be reasonable in all circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirement affecting them.

This is the children of Ryton Infant and Junior Federations advice on how to behave in and out of school:

- No fighting, pushing, hitting, kicking or leaving people out.
- If you get into an argument, say sorry and forget about it.
- If something is wrong, tell an adult straight away.
- We work calmly, sensibly.
- We will be nice and kind.
- Listen to all the grown-ups in school. It might be important. Adults listen to children.
- Lose some break time if you misbehave
- Smile at everyone.
- Be honest.
- No bullying
- Don’t hurt people’s feelings
- No racism
- Always respect others.
- Compromise
- Celebrate differences in other people



- If someone is hurt, ask if they are ok.
- Be kind, be helpful, be brave, be yourself and be unique.
- Always try your best.
- Be role models for the rest of the school.
- Help everyone.

Advice to Improve Behaviour:

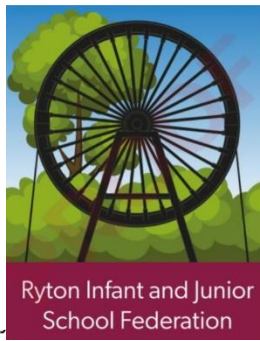
- We take responsibility for our actions.
- We are polite to adults and each other.
- We respect everyone.
- We look after the environment.
- We are always open and honest.
- We move around school safely and sensibly.
- We listen and focus in lessons.
- We always try our best.
- We believe that physical violence does not solve problems.

Language around Behaviour

At Ryton Federation, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. We should remain professional and calm at all times. Conversations should follow a general script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged using the online system at the staff member's discretion.

The Head Teacher and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/emails/postcards home and certificates/stickers/hot chocolate Friday.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.



The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability. The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher. Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENDCO) discuss the needs of a child with the education social worker or the LA's behaviour support service. The class teacher reports to parents and carers on the personal and social development of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

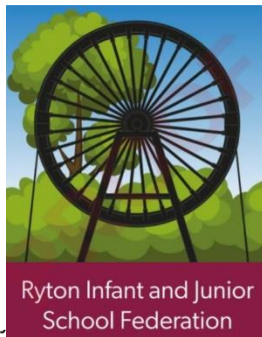
The role of the parents / carers

Our school requests that parents work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

The role of the lunchtime supervisors

Lunchtime supervisory staff should deal with any minor incidents in a fair way. Staff should report incidents to the class teacher at the beginning of the afternoon session. Persistent bad behaviour should be brought to the attention of the Head. A positive environment should be maintained throughout. This is developed through the use of volume levels in the school hall, and rewards for positive behaviour.

Where behaviour at lunchtime has required the application of a time out, the lunchtime supervisor, wherever possible, should discuss the sanction with the relevant teacher before going home and if necessary it should be recorded using the behaviour log.



The role of the governing body

The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

School Approach

Members of staff who manage behaviour well:

- Deliberately and consistently catch children 'Going Over and Above' and praise them in front of others both verbally and with the 'Recognition Board.'
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion

Adults will be visibly consistent. They will:

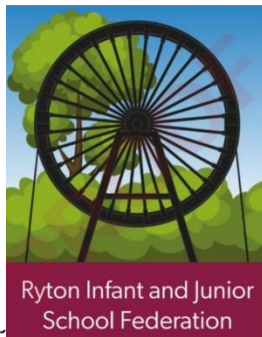
- 'Meet and Greet' every child.
- Use positive praise first for the expected behaviour.
- Be relentlessly bothered.
- Catch children **doing it right**.
- Be calm and caring.
- **Use Relentless routines** in class and around school will be promoted (WALKING, LINES, LISTENING).

Those going 'Over and Above' will be consistently rewarded.

1. Phone call, email or postcard home.
2. Hot Chocolate Friday/ Freezing Friday playtime.
3. Certificates and badges, and assemblies when policies allow
4. Special lunch awards
5. Recognition boards, Over and Above Box, stickers, attendance awards, verbal praise.
6. Prizes from the Executive Headteacher. This could be response to excellent work, effort, a lovely gesture, excellent behaviour, etc.

30 Second Microscript will be used consistently to quickly redirect learning.

1. 'I've noticed you are having trouble with
2. In school we always try to remember to ... (*3 rules*) ... and that is what you have forgotten.
3. Do you remember last week when you ... (positive behaviour) ... You did that so well.
4. That's what I need to see today.
5. Thank you for listening.'



Restorative Meetings (follow up and repair) may be used as necessary with those children who need greater support with their behaviour. Where necessary these meetings will be held with parents and senior staff.

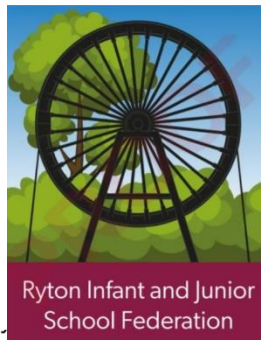
1. WHAT HAPPENED?
2. WHAT HAVE YOU THOUGHT SINCE?
3. WHO HAS BEEN AFFECTED? Include the bigger picture and list all affected.
4. WHAT SHOULD WE DO TO PUT THIS RIGHT?
5. HOW CAN WE DO THINGS DIFFERENTLY IN THE FUTURE?

Re-directing strategies will be used consistently to refocus attention.

1. 'I understand Makes you feel angry/upset.
2. I need you to ... so we can resolve it properly.
3. Maybe you are right ... I need to speak to them too.
4. Be that as it may but I still need you to join this group/task.
5. I've often thought the same but we need to focus on ...
6. I hear you but ...

Stepped Boundaries will be used to promote a consistent approach.

1. **REMINDER** of the rules.
2. **THINK** about your next steps.
3. **LAST CHANCE** using micro-scripts.
4. **IMMEDIATE CONSEQUENCES** move seat, short timeout, 2 minutes stay back.
REPAIR quick 2-minute chat at start of playtime – yellow card
5. **CONSEQUENCE** Loss of breaktime.
6. **RESTORATIVE CONVERSATIONS** with class teacher, SLT, **parents** as necessary – red card. Record using behaviour log.
7. **IMPOSITION** work completed at home.
8. **FURTHER PARENTAL INVOLVEMENT.** SLT informed, SENDCo made aware of concerns.
9. **INDIVIDUAL BEHAVIOUR PLAN.** Draw up with SENDCo; Parents of children causing concern involved in a meeting to consider next steps. This would include a restorative expectation outlining expectations.
10. **HEADTEACHER** monitors behaviour and support strategies; appropriate referrals may be made to outside agencies.
11. **Internal EXCLUSION.** If persistent disruptive behaviour continues, or an incident is deemed as serious, such as involving violence towards another pupil or staff, verbal abuse towards pupils or staff, bullying, or racial or sexual discrimination, the pupil can receive a supervised internal exclusion, initially up to one half day.
12. **External Exclusion.** If internal exclusion is seen to be ineffective, after a maximum of two internal exclusions within one half term for related behaviour, an external exclusion will be put in place. Depending on the severity of the incidence, this should



be for a fixed period of either half a day or a full day. This is recorded, and the information passed to Gateshead LA and the Education Committee.

13. External exclusions can be stepped up to a maximum of five days. No more than three external exclusions should be used for related behaviours. At the point of the third exclusion, Ian Stewart (Gateshead LA Admissions) will be invited to school participate in a virtual meeting with the parents of the pupils to discuss a managed move.
14. If a managed move was not accepted, or failed, and the behaviour continues, a permanent exclusion from the Federation will be considered by the Headteacher.

Support will continue within school and through external agencies where appropriate throughout the hierarchy of stepped boundaries to avoid the ultimate sanction of exclusion. This is always taken as a final resort. From Stage 8, a monitoring form may be used and the pupil will have a weekly meeting with the head teacher to discuss progress against targets. This option will also be available for parents.

A child will usually move sequentially through these consequences, however, there may be occasions where the child's behaviour necessitates moving through the consequences more rapidly. In instances of serious breaches of school policy exclusion may be considered. If exclusion is a potential option for any child, (Stage 9 onwards), the pupil will be on a monitoring form, with meetings with the head teacher taking place weekly until the matter is resolved.

Sanctions

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Sanctions should:

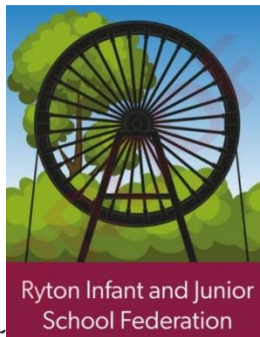
1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have individual plans.

Physical Restraint

Staff will seek to minimise and de-escalate incidents but sometimes students present a risk to themselves, to others, to property in school and to maintain good order and discipline in the classroom.



When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

Trained staff are:

Susan Spurr
Jill Head
Liz Gilholm
Nicola Johnson
Kelly Bolland
Fran Tague
Susan O'Neill
Helen Laybourne
Lorraine Marrs
Sandra Tutin
Jan MacKay
Fiona Steel
Kay Cochrane

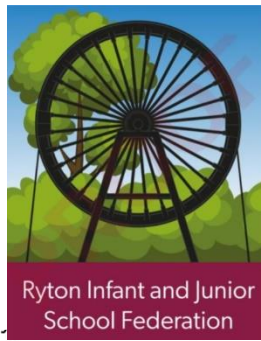
Staff will seek to minimise and de-escalate incidents but sometimes students present a risk to themselves, to others or to property in school. In these cases, staff trained in TEAM TEACH techniques may use physical intervention. This may include guiding a young person to a particular place to “cool down” or preventing them from hurting themselves or others through aggressive behaviour. In such cases a record is made by all members of staff directly involved or observing the incident. All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

Any incidents requiring TEAM TEACH restraint or the application of reasonable force will be recorded by all staff involved in an incident and reported to the relevant member of SLT via CPOMS who will check the record and report this to the Headteacher, who will review the incident and report such incidents in his report to governors.

Physical Attacks on Adults

At Ryton Federation, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a ‘common sense’ approach to keep themselves and the child safe to manage the situation effectively. Staff can use ‘reasonable measures’ to protect themselves in accordance with our Positive Handling Policy (Team Teach) and should call for support if needed.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded in the Behaviour Log. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.



Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Where possible, a restorative conversation will take place between the staff and pupil at the earliest possible time to protect relationships.

Where a child has been violent towards a member of staff, due to the serious nature of this, there will be a restorative conversation with parents and staff (step 7 on the stepped boundaries list) as a starting point.

Fixed Term and Permanent Exclusions

- Only the Executive Headteacher (or acting headteacher) has the power to exclude a pupil from school. The Head may exclude a pupil for one or more fixed periods, for up to 45 days in one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed term exclusion to a permanent exclusion, if the circumstances warrant this.
- Detailed records of incidents are kept and exclusions are reviewed by the governing body.
- Exclusions will only be used for serious breaches of school policy
- If a pupil is at risk of permanent exclusion, a suitable Individual Behaviour Plan will be implemented.
- If the Executive Headteacher excludes a pupil the parents are informed immediately and given reasons for the exclusion. The Executive Headteacher makes it clear to parents that if they are not in agreement with the exclusion they may appeal to the governing body.

Permanent Exclusions

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil. This can arise from an accumulation of fixed term exclusions or as a result of a very serious one off offence.

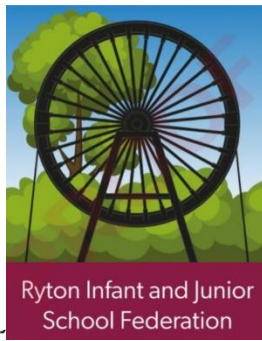
Exclusions will not be used for:

- Minor incidents (failing to complete homework, forgetting dinner money)
- Poor academic performance
- Non-attendance, lateness

In deciding to implement a fixed-term or permanent exclusion, the School and the governing body act strictly in accordance with DfE Regulations and LA Policy.

Monitoring and Evaluation

- The Executive Headteacher monitors the effectiveness of this policy regularly. They also report to the governing body on the effectiveness of this policy and if necessary, makes recommendations for further improvements.

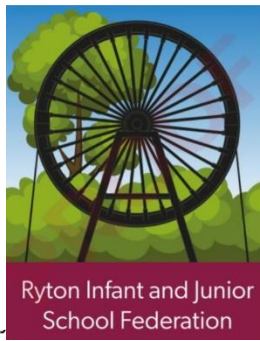


- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently and in accordance with DfE and LA Guidance.

Monitoring and Review

This policy will be approved by the Senior Leadership Team every two years or more often if deemed necessary and then submitted to the Governing Body

The next scheduled review date is May 2024



Appendix A: UNDESIRABLE BEHAVIOURS

At Ryton Federation, we consider the following behaviour to be unacceptable:

- **Physical assault** – includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.
- **Verbal abuse and threatening behaviour** - includes threatened violence, aggressive behaviour, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.
- **Persistent Disruptive Behaviour** – includes challenging behaviour, disobedience, persistent violation of the school rules, having temper tantrums.
- **Bullying** – Bullying is usually defined as behaviour that is: intended to hurt someone either physically or emotionally; behaviour that is repeated over a period of time by an individual or group; often aimed at certain groups, for example, because of race, religion, gender or sexual orientation
- **Racist abuse** – includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.
- **Sexual Misconduct** – including abuse, assault, harassment, bullying, graffiti, lewd behaviour.
- **Drug and alcohol-related** – including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol or substance abuse.
- **Damage** – to school or personal property to any member of the school community, vandalism, arson, graffiti.
- **Theft** – including stealing school property, personal property, extortion.