



Behaviour Policy

Updated: September 2024

Produced by: Mrs T Allen
Headteacher

Ratified by: Governing Body

Signed:

C. Gibson

Chair of Governors

Review Date: September 2025

At Ryhope Infant School Academy we aim:

- To help each child feel secure and happy in order to develop his/her full potential.
- To put children into secure situations that encourage good decision making, self-discipline and self-regulation.
- To ensure that interactions between children and adults are fair and adults provide a good example for the children.
- To show children that wrongs, injustices or differences can be sorted out by reasonable means. We undertake a restorative approach - What happened? How do you feel? How can we sort it out?
- To ensure that adults are consistent and fair.
- To provide class activities that support positive attitudes and behaviour.
- To use the SPELL framework (Appendix 4) to support children to learn effectively.

Personal, Health & Social Education in Y1 & 2 is addressed in weekly PSHE lessons, mainly delivered through Circle Times and then integrated throughout the curriculum. Throughout the day we reinforce positive thinking and show children how to enjoy the success of others and by using good role models we inspire achievement.

Personal, Social and Emotional Development in the Early Years is integrated throughout the curriculum. We reinforce positive thinking and show children how to enjoy the success of others and by using good role models, we inspire achievement.

In our school everybody has 'rights'.

Every child has the right:

- To learn, work and play in a friendly, safe and helpful school.
- To be treated with fairness and equality by adults and children regardless of race, gender, culture, religion or disability.
- To express and share ideas and opinions and to ask questions.
- To expect to be listened to without prejudice and to have help in solving any problems.

All adults in our school have the right to:

- Work without disruption in a friendly, safe environment.
- Be treated with fairness and equality by adults and children regardless of race, gender, culture, religion or disability.
- Express and share ideas and opinions and to ask questions.
- Expect to be listened to without prejudice and to have help in solving any problems.

All Parents/Carers and families have a right to:

- Feel welcome and know that their children belong to a community that cares.
- Be treated with respect and equality by adults and children regardless of race, gender, culture or religion.
- Express and share ideas and opinions and to ask questions.
- Expect to be listened to without prejudice and to have help in solving any problems.

Everyone has Responsibilities

The Governing Body's Responsibilities

- The Governing Body has overall responsibility for the implementation of the behaviour policy and procedures of Ryhope Infant School Academy.
- The Governing Body has overall responsibility for ensuring that the behaviour policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's complaints policy.

Children's Responsibilities

- Each child needs to know that they are responsible for the way they behave.
- They should behave in accordance with the school rules. They should understand that if they choose not to there will be a consequence.
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- They should be ready to learn.
- Follow all instructions given by staff.
- Behave in a reasonable and polite manner to all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete all class work/activities as required (at an age appropriate level).
- Show respect for the working environment.
- Do not bring unacceptable items into school.

Staff Responsibilities

Staff will:-

- Be self-aware to ensure that they demonstrate a positive/friendly/here to help you approach.
- Understand each child's individual needs.
- Encourage children to do their best at all times by consistent teaching and reinforcement of good learning behaviours.

- Be consistent and fair.
- Work in partnership with other staff, outside agencies and parents to ensure their child's well-being and progress.

Parents' Responsibilities

We expect parents to:

- Ensure that their child comes to school regularly and on time.
- Ensure that their child has sufficient sleep, so that they come to school ready to learn.
- Let school know about any concerns or problems that might affect their child's work or behaviour.
- Support their child's learning at home and return homework and books on time.
- Understand and support the school's expectations for their child's behaviour and learning.
- Encourage their child to live a healthy lifestyle.

Everyone is expected to show good learning behaviours:

Our School Rules are displayed in all classrooms and other areas in the school and are in age appropriate language. The rules are:

- Treat each other with respect
- Always follow instructions
- Listen carefully to everyone
- Sit smartly
- Always try our best and be confident to have a go
- Treat school resources with respect.

Together these mean we can expect children to....

- Be honest
- Follow instructions
- Listen carefully so they can learn
- Be gentle and kind
- Respect each other and the environment
- Try their best, to do their best

Lunchtime Supervision

The staff will support pupils positively at lunchtime.

Midday Supervisory Assistants will:

- Take an active role in encouraging safe, enjoyable play at lunchtimes using the apparatus available.
- Monitor children who are likely to have difficulty in playing safely, to avoid dangerous or unsafe incidents.
- Encourage children to resolve their own disagreements with the knowledge that they can always request an adult to intervene if this is not successful.
- Encourage 'Buddies' to pro-actively play with other children and to assist as appropriate.
- Communicate continuously with class teachers to inform about issues, concerns etc.
- Actively support and implement the agreed Lunchtime Supervision Policy.

Praise and Reward

Everyone thrives in a positive atmosphere where effort and achievement are both recognised and celebrated. When children are getting it right, working hard and trying their best, they deserve encouragement and praise.

- If children make positive independent decisions we praise these by giving lots of praise, Dojo points, well done stickers and a range of certificates.
- Congratulating children when they model exemplary behaviours – both through class rewards and sending a child for a Headteacher award.
- Distributing stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Each Friday the HT leads an achievement assembly where children celebrate success and we nominate a child from each class, that child receives a certificate in the school assembly and becomes Hero of the week with their picture displayed in the classroom and the school hall to celebrate.
- At the end of each week the child in each class with the most Dojo points is presented with a Dojo Champion certificate in the celebration assembly.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring to school any certificates they have received from their out of school interests.

Whole School Protocols for Behaviour Management

Training and support for staff

At Ryhope Infant School Academy, we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying potentially 'at risk' pupils. All staff are supported by the SENDCo and HT.

Teachers and support staff will receive training on the behaviour policy as part of their new starter induction.

Teachers and support staff will receive regular and ongoing training as part of their development as appropriate.

All staff need to practice a consistent, positive approach to discipline. When carrying out behaviour modification staff should:

- Maintain eye contact – be aware that some children may find this difficult.
- Adopt a neutral facial expression.
- Use non-threatening body language.
- Use respectful but assertive tone of voice.
- Encourage and praise positive behaviour.
- Return the child to task having offered clear choices.
- Avoid confrontation whenever possible.
- Avoid unnecessary arguments and give clear 'choices' to encourage the child's sense of responsibility.
- Always be consistent and make sure that consequences are followed through.
- Use a wide range of support (colleagues, senior staff, support staff etc).
- Not label a child.
- Consistently follow the strategies identified below.
- Avoid taking behaviours personally and not 'hold a grudge'.

Behaviour Management

In developing a positive approach to discipline, to prevent or minimise unnecessary disruption to the class, all adults will:

- Be prepared.
- Promote positive learning behaviours.
- Have a safe and welcoming classroom.
- Create a stimulating learning environment that encourages pupils to be engaged.
- Teachers must be on time to the playground to greet their class at the start of the day, end of playtime and end of lunchtime.
- Adults must supervise their class during transitions – going out for playtime and lunchtime, collecting their coats at home time.
- Cater for all ability ranges and learning styles – differentiate.

- Plan appropriate seating arrangements – carpet time and table seating plan.
- Establish clear class routines.
- Use a visual timetable.
- Have clear behaviour management systems in the classroom which identifies good learning behaviours and acts as a visual reminder to children who may not make good choices.
- School rules displayed in all classroom and referred to as part of behaviour management.

All pupils will be aware of our high expectations and positive learning behaviours as they will be shared with the class regularly, with good examples highlighted and praised during the day, as appropriate, to reinforce expectations and provide positive role models.

Dealing with low level disruption and misbehaviour in school

We define low level disruption and misbehaviour as:

- Distracting others during learning time by talking, taking toys to the carpet, talking/singing/whistling to themselves or anything else that interrupts learning.
- Poor attitude towards learning.
- Not completing learning activities in the given time.
- Not listening to others.
- Not taking care of resources and the school environment.
- Playing fighting games on the playground.
- Being unsafe with the outdoor equipment during playtime.

Strategies and consequences to be used:

These are actions which may be taken to deal with disruptive behaviour from the least to the most disruptive:

- Use proximal praise (use a positive comment on the behaviour of another (compliant) pupil nearby instead of a negative comment to the child whose behaviour is of concern.)
- Use 'confident' ignoring (where it is safe to do so). To be aware and observe action which might be self-corrected. No action is required if this happens.
- Simple brief direction – to quietly return the child to task.
- Simple use of 'Stop' may be effective.
- Use a simple countdown – this is effective for some children e.g. 5..4..3..
- Keep language simple – use the language of positive learning behaviours.
- Rule reminders e.g. remember to make the right choice.
- If the low level disruption becomes persistent and the above strategies do not work, the child may be sent to another class for some 'time out.' This could be used to carry out a learning task that was not completed because of their poor decision.

- If the low level disruption continues the child will lose five minutes from their break or lunchtime if this continues then they will lose ten minutes.
- Give the child a warning, making them aware of their choices and the consequence of not making a good choice.
- If non-compliance continues this is considered to be more serious, they will either be removed from the classroom (or if it is safer the other children will be removed from the room) usually to the Headteacher's office or Deputy Headteacher's office and their parents informed. They could remain in there for the rest of the day. ***The Headteacher or the Deputy Head should be called to remove the child from the classroom.***
- A motivator may be implemented where key issues are identified and pupils begin to take control over whether they have achieved them.
- Parents will be invited to a meeting with the class teacher to discuss the issues and set targets for improvement. Children will be expected to identify the poor decisions and recognise what they can do to make the right choice in future.
- If issues persist a behaviour support plan / risk management plan may be put in place following consultation between class teacher, Deputy Head, Head teacher and parents.

Children will be expected to take responsibility for their choices and if appropriate, to put it right.

Serious unacceptable behaviour

This is any behaviour which may cause harm to self or others, damage the reputation of the Ryhope Infant School Academy within the wider community and/or any illegal behaviour including but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and marital status.
- Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involved persistent actions, criticism or personal abuse which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of banned items.
- Refusal to comply with disciplinary sanctions.
- Theft.
- Swearing.
- Fighting.

We take serious breaches of the behaviour policy very seriously. We will not hesitate to act in the best interest of the pupils within the school. Breaches may ultimately lead to fixed term or permanent exclusion.

Following an allegation of serious unacceptable behaviour, the pupil may be removed from the situation eg classroom/playground whilst an investigation takes place. If, following an investigation, the allegation is found to be true, the Senior Leadership team would report this to Governors.

Use of Reasonable Force - Advice for Headteachers, staff and governing bodies (DFE guidance July 2013)

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Using Reasonable Force

School staff have a power (not a duty) to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Schools do not require parental consent to use force on a student.

Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents.

At Ryhope Infant School Academy reasonable force might be used for example:

- To prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- To control pupils or to restrain them.

This means that:

- Teachers may physically separate pupils found fighting or;
- If a pupil refuses to leave a room when instructed to do so, they may be physically removed by leading them out of a classroom.

The school has a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) when using reasonable force. The judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

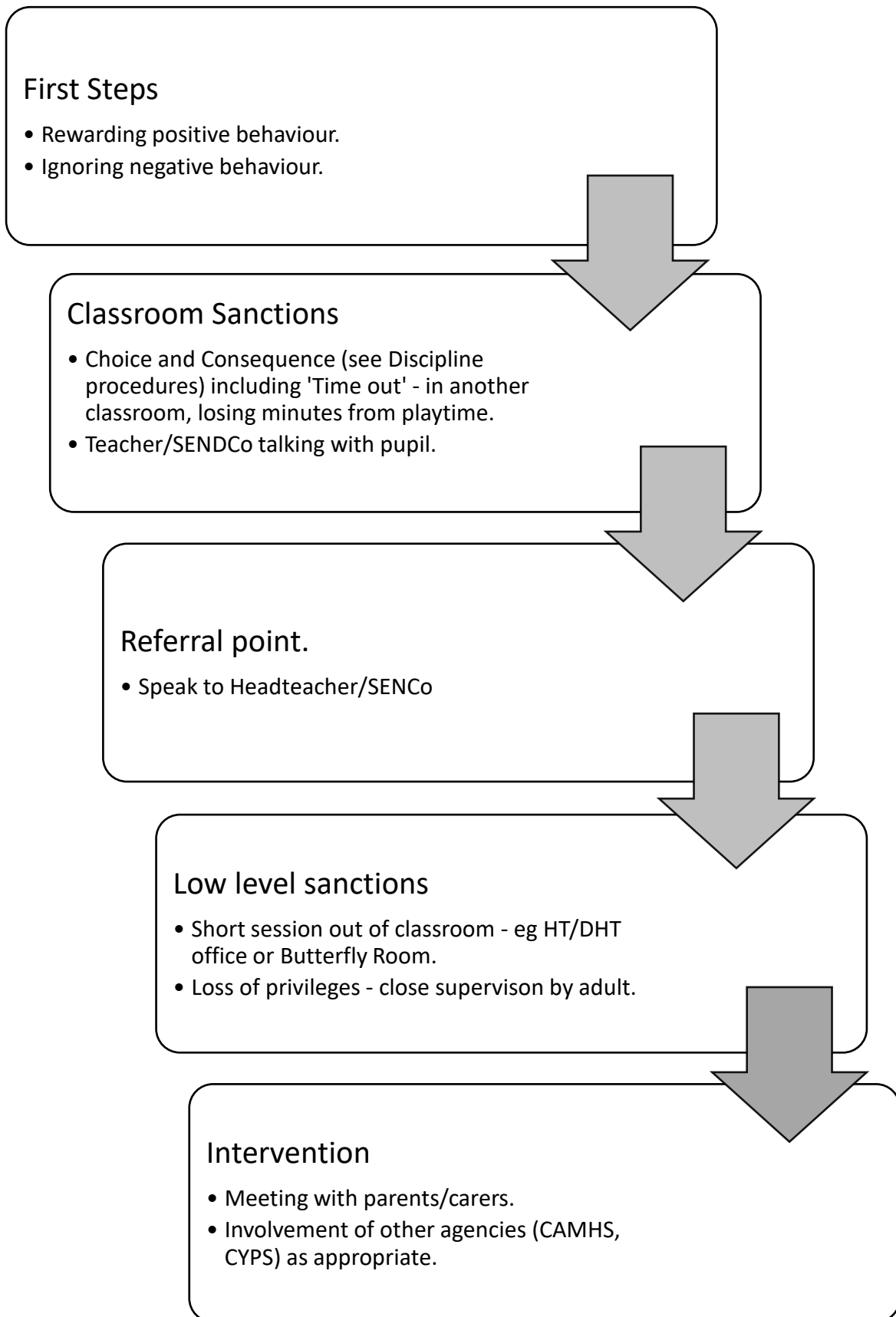
(See positive handling policy)

Off-site misbehaviour:

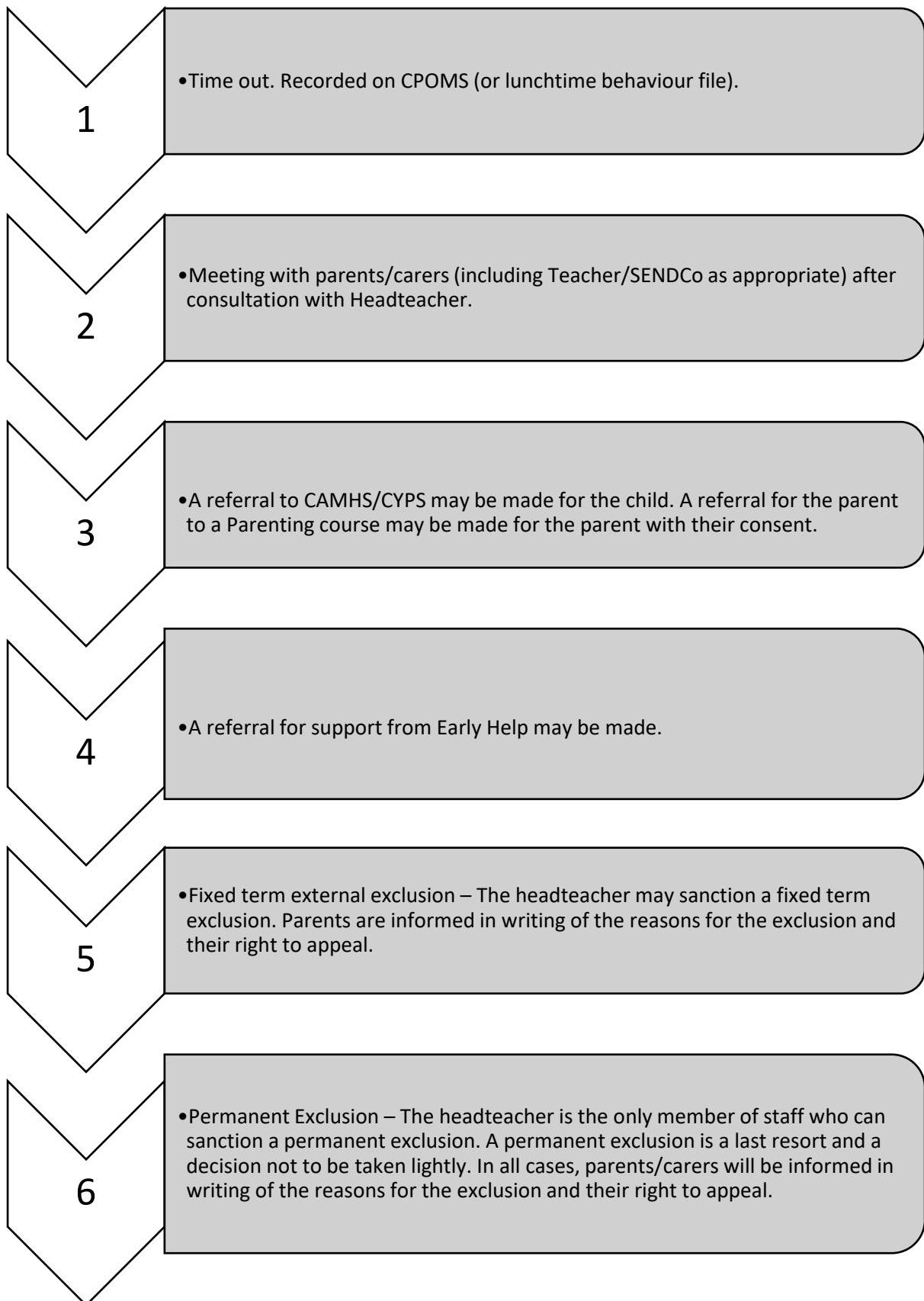
Behaviour management strategies and consequences will be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is taking part in any school-organised or school-related activity (e.g. educational visits).

Sanctions will **only** be given out when the pupil is under the care of the school (e.g. on a school organised educational visit).

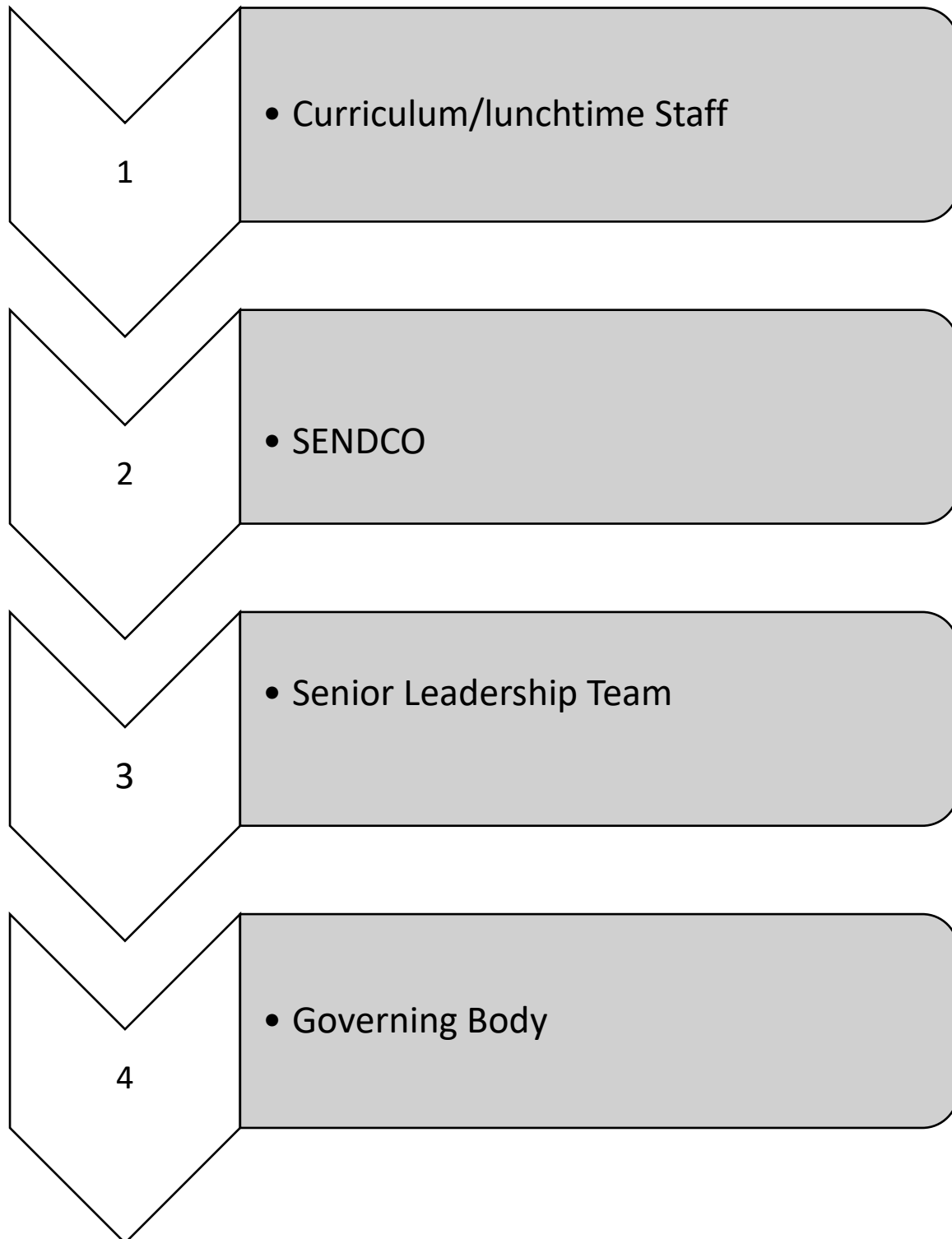
Appendix 1 – Managing in-class incidents flowchart.



Appendix 2 – Agreed sanctions for unacceptable behaviour.



Appendix 3 – Behavioural reporting structure



Appendix 4 –

SPELL

The SPELL framework recognises the individual and unique needs of each child and emphasises that planning and intervention be organised on this basis. We believe that a number of interlinking themes are known to be of benefit to both children and adults and that by building on strengths, progress can be made in personal growth and development, the promotion of opportunity and as full a life as possible. They are:

Structure

The importance of structure has long been recognised. It makes the world a more predictable, accessible and safer place. Structure can aid personal autonomy and independence by reducing dependence (eg prompting) on others. The environment and processes are modified to ensure each individual knows what is going to happen and what is expected of them. This can also aid the development of flexibility by reducing dependence on rigid routines. Structure also plays to the strengths of a sense of order and preference for visual organisation.

Positive (approaches and expectations)

It is important that sensitive but persistent intervention is in place to engage the individual child, minimise regression and discover and develop potential. In this respect it is important that expectations are high but realistic and based on careful assessment. This will include the strengths and individual needs of the child, their level of functioning and an assessment of the support they will need. We must establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.

It is vital that assessments are made from as wide a perspective as possible and not based on superficial enquiry. These should include a view of the barriers in accessing opportunity. For example some children may have difficulty with oral communication, leading to an underestimation of their ability and potential. Conversely some may have a good grasp of speech but this may mask other issues.

Additionally, some children may avoid new or potentially aversive experiences but through the medium of structure and positive, sensitive, supportive rehearsal can reduce their level of anxiety, learn to tolerate and accept such experiences and develop new horizons and skills.

Empathy

It is essential to see the world from the standpoint of the child. We must begin from the position or perspective of the individual and gather insights about how they see and experience their world, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.

To make every effort to understand, respect and relate to the experience of the will underpin our attempts to develop communication and reduce anxiety. In this, the quality of the relationship between the person and supporter is of vital importance.

Effective supporters will be endowed with the personal attributes of calmness, predictability and good humour, empathy and an analytical disposition.

Low arousal

The approaches and environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration. There should be as few distractions as possible. Some individuals may require additional time to process information, especially if this is auditory. They may have additional sensory processing difficulties; they may need extra time to process information or we will need to pay attention to potentially distracting stimuli, for example noise levels, colour schemes, odours, lighting and clutter. Information is given with clarity in the medium best suited to the individual with care taken not to overload or bombard.

Some individuals may be under responsive to sensory experiences and actually seek additional sensory sensations. Again this is best achieved with an approach where the input can be regulated. Low arousal should not be confused with "no arousal". It is of course desirable that individuals are exposed to a wide range of experiences but that this is done in a planned and sensitive way. It is recognised that for the most part the individual may benefit most in a setting where sensory and other stimulation can be controlled.

Links

Strong links between the various components of the person's life or therapeutic programme will promote and sustain essential consistency.

Open links and communication between people (eg parents and teachers) will provide a holistic approach and reduce the possibility of unhelpful misunderstanding or confusion or the adoption of fragmented, piecemeal approaches.

The children are very much seen as partners in the process. Links, through the curriculum and other experiences, enable the individual to participate in a meaningful way in the life of the wider community.

Appendix 5 -

Behaviour Support Procedures.

Verbal reminder. When a child demonstrates undesirable behaviour, speak 1-1 about what you saw and explain what behaviour we expect to see in school (use explicit and direct language). Draw attention to the rules that are displayed in classrooms and other areas of school. Give a choice and consequence.

However, if a child has hurt another impose an immediate 5-minute time out. They have broken the school rule. Give your attention to "victim". Remember the important part of time out is the discussion afterwards, if you do not have this, time out is not effective. Record this on CPOMS. If another child has been "marked" inform H.T. and **both** sets of parents.

1. If a child repeats action after a reminder then it is recorded on CPOMS. Do this whilst the child is there so that they can see that you are being consistent and fair.

Tell children that you are there to help them and then what will happen next so they can use their personal power to modify and improve their own behaviour.

2. If a child has had 5 entries on CPOMs within a week, speak to SENDCo, who will bring it to the attention of the H.T and the child and parent may be invited into school to see the HT.

Use records to look for patterns in behaviour, this will help inform any Behaviour Support Plan's that might be necessary.

3. SENDCo to track individual behaviour and assess children's needs and inform the HT.

All staff need to be aware of system as it is important for playtime problems to be recorded. **It is the responsibility of the member of staff who dealt with incident to record it.**



Ryhope Infant School Academy Support Plan

Name:	D.O.B.	Area of concern:
Behaviour:		
Action plan:		
Expected outcomes:		
Pupil view:		
Signed:		Date:
Class teacher:		
Parent/carer;		
SENCO: Miss E Lumsden		
Review date:		

Appendix 6 - Reward certificate



Star of the Week

Awarded to _____

My teachers are pleased with me this week because:

Signed: _____ Date: _____

RYHOPE INFANT SCHOOL ACADEMY
Learn to Live
AGE 3-7
Care & Education
WORKING TOGETHER

GOOD JOB!
WELL DONE
GOOD JOB!

Appendix 7 - Pupil/School Agreement Letter



Ryhope Infant School Home-School Partnership Agreement

A successful partnership requires each individual to work together to achieve a shared aim. In Ryhope Infant School Community, we strive to create a safe, caring, happy and inclusive environment where each individual is valued.

We believe that practitioners, parents and carers working together can enhance a child's learning experiences, offering a holistic, child centered approach to education, within the five outcomes for children outlined in the Government's document 'Every Child Matters'

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

Child's Name _____ Year group/ class _____

What you can expect from us at Ryhope Infant School Academy

- Treat your child fairly, care for them well and ensure their happiness and safety.
- Provide an exciting, stimulating and developmentally appropriate curriculum, to meet the needs of all children.
- Offer you the opportunity to become an active partner in your children's learning and school life.
- Support your child to do their best at all times in order that they may fulfil their potential.
- Place significant emphasis on rewarding good behaviour, achievement, making a positive contribution to the school community.
- Communicate honestly, frequently, being supportive and working together on any problems or concerns that there may be.
- Ensure that parents/ carers are informed about school and community activities etc, through newsletters
- Set appropriate activities to be carried out at home, with your support.
- Handle concerns appropriately, directly and honestly.
- Use a positive approach to behavioural development.
- Contact parents/ carers if there is a problem with attendance or punctuality.
- Host termly parent teacher consultations/ workshops to obtain detailed information about your child's progress.
- Send home a termly written report, outlining your child's progress and attainment

Headteacher's Signature *T Allen*

Date _____

What we expect from you as parent(s) / carer(s):

- Ensure that your child comes to school regularly, has proper rest and eats healthy food to promote well-being and readiness to learn.
- That your child is appropriately dressed according to school policy.
- Support the schools high expectations on good behaviour and positive attitudes to learning.
- Tell the school of any concerns or problems that might affect your child's work or behaviour.
- Support your child if any activities are sent home from school.
- Attend parent/ carer teacher consultations/ workshops to discuss your child's progress and fulfilling agreements made at those conferences.
- Encourage your child to become independent and look after his/ her own things and property
- Inform the school promptly of any absences or health appointments in school time.
- Encourage them to treat all within school with respect and consideration at all times.
- To ensure that contact details and emergency contact details are kept up to date and to inform school of any changes a.s.a.p.

Parent(s)/Carer(s) Signature _____ **Date** _____

What we expect from you the learner

I will.....

- Come to school every day and on time
- Bring the things I need every day and look after them properly.
- Try my best at all times.
- Be responsible for my own actions.
- Behave well and follow the school rules.
- Help look after the school environment.
- Treat and care for everyone with respect and kindness

Child's Name _____ **Date** _____

The signing of this agreement is not a condition of admission to Ryhope Infant School Academy

Appendix 8 –

The following is a list of unacceptable Items that may not be brought into school unless there has been an individual agreement made between school and parents:

- Mobile phones
- Medication
- Lip salve
- Toys
- Dvd's/CD's
- Money
- Sweets
- Jewellery