

# Behaviour Policy Summary



To actively build and maintain relationships between all individuals (all staff, pupils, parents, visitors) within a culture of respect

To develop pupils' resilience, self-regulation and intrinsic motivation

To encourage long-term responsibility for behaviour so they are able to become valued members of society.

To provide a happy and secure environment for learning

To enable children to reflect on their own behaviour, understand where they went wrong and know how to put it right

To enable children to make responsible choices within school (classroom and playground) and outside of school

## RYELANDS' RULES: THE 3 RS

**RESPECT**



**READY TO LEARN**



**RESPONSIBLE AND**

**SAFE**



Ryelands' children are respectful, ready to learn, responsible and safe so that they can...imagine, believe and achieve.



To enable children to learn and achieve at the highest standard

To develop communication, social skills and self-esteem



- **High Expectations**
- **Positive relationships**
- **All pupils are treated equally and fairly**
- **Rules must be followed. Consequences if not**

### Rewards

- Recognise good work in books with positive comments, as well as verbal praise.
- Children are sent to the HT/ DHT/AHT/TL or SL for Praise
- House System (red, blue, green and yellow.) Children earn 'Merits' for outstanding behaviour, work or contributions.
- Weekly 'Smile' award given in Friday's Celebration Assembly
- 'Golden Time' last session on a Friday
- Half termly Team Leader Certificates and Headteacher Awards



### Classroom Management

- Within the classroom setting, all teaching and support staff aim to ensure that lessons are appropriately structured
- The classroom environment (including use of resources) is carefully considered to prevent any known issues from occurring.
- When planning sequences of learning, teachers consider ways to ensure high levels of engagement from pupils and alongside this ensure appropriate pace in lessons so that children have the best possible chance of making the right behaviour choices.



### Sanctions / consequences

- The emphasis is always on how a child can **take responsibility** for their actions and '**put things right**' so that the behaviour is not repeated
- **Restorative conversation** between the adult involved and the child. (Team Leader present if necessary). Plan put in place to '**put things right**' and if appropriate consequence agreed.
- If a child makes poor behaviour choices over time the Team Leader, Pupil Support Manager and or a member of the SLT becomes involved and a behaviour support plan initiated.

### Provision to support positive behaviour

- Staff at Ryelands understand that behaviour is a form of communication, and recognise that some children need support to make the right behaviour choices.
- All staff invest time to form and maintain positive relationships with pupils
- Children are explicitly taught how to manage their emotions and behaviour through the 'Zones of Regulation' curriculum, and staff use consistent language to promote this.
- Staff have training and access to 'Thrive' materials; these are used to assess and create action / lesson plans to provide whole class lessons as well as tailored support where required.
- Any children who require extra support for their behaviour will have input from the Pupil Support Team. Each phase in school has a named learning mentor who can support both in and out of class to help children manage their behaviour. In addition to this, we also employ the services of a counsellor who may work with children and families in school.

