Ryelands Primary and Nursery School

We are Ryelands-kind

Behaviour Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council. The implementation of this policy will be monitored by: Pupil Support Manager

This policy should be read in conjunction with the following documents:

- Health and Safety Policy
- Safeguarding Policy
- Attendance Policy
- Equalities Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Home - School Agreement
- Online safety Policy
- PSHE and Values Education Policy

<table>
<tr><td colspan="2">Policy Created:</td><td colspan="4">September 2015</td></tr>
<tr><td colspan="3">First Presented to Governors for approval:</td><td colspan="3">5th June 2019 (Curriculum Committee)</td></tr>
<tr><td colspan="3">Proposed Review Cycle/Date:</td><td colspan="2">3 Year</td><td>Next Review: February 2029</td></tr>
<tr><td colspan="3">Approved by (Headteacher)

Date:</td><td colspan="3">Approved by (Governor)

Date:</td></tr>
<tr><td colspan="6">Review History</td></tr>
<tr><td>Date:</td><td>June 2019</td><td>Date:</td><td>February 2023</td><td>Date:</td><td>February 2026</td></tr>
<tr><td colspan="2">Key Changes:
• Major Changes to all areas of the policy and introduction of restorative approaches.</td><td colspan="2">Key Changes:
• Removal of ‘Bullying’ section as this now is part of its own dedicated policy
• Removal of ‘Golden Time’ as a reward</td><td colspan="2">Key Changes:
• Changed wording of “merits” to “house points”
• Removal of lunch table reward
• Addition of behaviour mentors
• Changing of IBP to provision document
• Removal of Team Leader Certificates and Values Victors</td></tr>
<tr><td colspan="2">Presented to Governors:
Curriculum Committee 5th June 2019</td><td colspan="2">Presented to Governors:
Curriculum Committee 7th February 2023</td><td colspan="2">Presented to Governors:
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<tr><td>Date:</td><td>November 2026</td><td>Date:</td><td></td><td>Date:</td><td></td></tr>
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Key Changes: • Change of school ethos, rules and values • Addition of Ryelands-kind and ROCKs	**Key Changes:** •	**Key Changes:** •
Presented to Governors: Curriculum Committee 11th November 2026	**Presented to Governors:**	**Presented to Governors:**

A summary of this policy is available (see appendix) which summarises our approach. However, this version of the policy is considered to be the definitive version.

1. Ryelands School – Statement of Principles

RYELANDS PRIMARY AND NURSERY SCHOOL MISSION STATEMENT

Ryelands is a welcoming community school where care and nurture, alongside high expectations and challenge, enable the pupils to progress and achieve academically, and empower the wider school community to develop and thrive.

We work with many partners to provide a well-resourced, stable and supportive hub extending into the community, creating positive relationships based on inclusivity, trust and mutual respect, as well as growth.

Ryelands offers an engaging and aspirational curriculum, based on the Primary National Curriculum and the Early Years Statutory Framework. Our curriculum is adapted to the unique place where we live and the skills and values we promote. Our curriculum, alongside exceptional teaching, inspires a love of school and learning.

Our behaviour policy aims;

- 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 enable children to learn and achieve at the highest standard
- To develop communication, social skills and self-esteem
- To promote, model and practise our school values
- 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

2. Ethos, Rules and Values

OUR ETHOS STATEMENT

Ryelands-kind is what we stand on, stand by and stand for. Ryelands-kind is what we stand to be; 'the best version of me'. Together, as a school community, we are humankind at its best.

We are Ryelands-kind.

What we STAND ON	What we STAND BY	What we STAND FOR
Our Ryelands-kind Circles We meet in key-person circles to check in and connect throughout the week. This is our ROCK	**Our Rules** Respect Responsible and safe Quality work and learning	**Our Values** Compassion Courage Appreciation Equity Integrity Resilience

The ROCKs are what really makes Ryelands unique. The idea is based upon Early Years practice, where children have an allocated key person. Building relationships between a child, the child's parents and the key person is fundamental.

Each class is divided into two ROCKs. One is led by the class teacher, the other by a designated, class-based Teaching Assistant / Key Person. In each class, one ROCK is made up of Green and Red team members, the other Blue and Yellow team members. (See Section 3 – Rewards) In the Early Years, the ROCKS are less formalised, working towards a more formal structure in Reception Summer Term.

The rules were devised to support our school's ethos. All children are taught the rules and the importance of following them to create a safe and happy school environment. There are just three rules, as shown above. This makes it easy for the children to know them and to follow them. The rules are displayed in each classroom and are constantly referred to by staff. Children can be encouraged gently by referring them to the rules. If there is an incident, we take a restorative approach and again these rules are referred to in the restorative conversation between children and staff.

We have six values, one per half term. The values will be taught in the order above, throughout the year. The children learn about, discuss and 'action' the values in their ROCKS throughout the half term. The dedicated values session is generally on a Wednesday. Each ROCK decides upon a task through which they can demonstrate the value.

3. Rewards

At Ryelands, we have high expectations for learners' behaviour and conduct, and this contributes to the positive, kind and caring school ethos. We praise and reward children in a variety of ways:

- It is expected that children will always display good behaviour and produce their best work at all times.
- Teachers recognise good work in books with positive comments, as well as verbal praise.
- Children are sent to the Headteacher/ Deputy Headteacher/Team Leader/Subject Leader to show exceptional work or to praise better than good attitude and behaviour.

- Children belong to a house (red, blue, green and yellow) and can achieve house points for their house for outstanding behaviour, work or contributions.
- Stickers can be used throughout school to recognise good behaviour or work.
- House Points are collated each week with the trophy being awarded on Friday each week. The house that has won the trophy the most times at the end of the year will be rewarded with a 'house party' to celebrate.
- Houses -
    - Siblings are placed in the same house.
    - There are four 'House Captains' chosen from Year 6.
    - Children in red and green team in each class belong in one ROCK, and yellow and blue teams belong to the second ROCK.
- Every week, a child from each class will be nominated for a 'Ryelands-kind Recognition' award. These are awarded to pupils in Friday's check-out ROCK and they then collect their award from the Headteacher and Deputy Headteacher.
- Every term, selected children will receive a 'Headteacher Award'. This award celebrates children that *consistently* achieve and follow the rules, attend well and fully immerse themselves in school life.

4. Behaviour and Classroom Management

Our Behaviour Policy is a means of promoting positive relationships within the school environment, so that staff and pupils can work together with the common purpose of maximising learning. We have adopted a positive approach to behaviour management, guiding pupils to become responsible, self-disciplined and independent learners and members of our community. The school rules sit within this approach.

All pupils are regarded equally and fairly and this policy is applied in a consistent way for pupils throughout school from Nursery to the year 6. Staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school to enable children to take pride in their achievements and know that there are consequences when they make a wrong choice.

Within the classroom setting, all teaching and support staff aim to ensure that lessons are appropriately structured to ensure a consistent approach. 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.

Should a pupil's behaviour become a cause for concern, the member of staff raises this concern with senior leaders and / or the Pastoral Team. Within each phase, the Team Leader meets with the Pupil Support Manager and Learning Mentor to discuss and review provision and progress on regular basis for all pupils within the phase. When required all staff involved with a child meet together (ITAC meeting) to discuss and plan support and appropriate intervention to best meet the needs of the child (Pupil Passport).

5. 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 and will always encourage a child to change their behaviour in the first instance.

Children are explicitly taught how to manage their emotions and behaviour through the 'Zones of Regulation' curriculum and their ROCKs, and staff use consistent language to promote this. We also have two Behaviour Mentors who are ELSA trained (Emotional Literacy Support Assistant) to support children.

Any children who require extra support for their behaviour will have input from the Inclusion Team, either a Behaviour Mentor or a Learning Mentor. 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.

6. Adverse Childhood Experiences

As a trauma informed school, we recognise the effect that ACEs (Adverse Childhood Experiences) have on children's brain development and their behaviour. This is considered in the restorative approach that we take and the individual provision and support for pupils. The emphasis is to recognise the impact of trauma, to build resilience and to help pupils learn to self-regulate so that they can make good behaviour choices.

7. Sanctions / consequences

The emphasis of this policy is on recognising and encouraging positive behaviour through restorative approaches. The school will take a restorative approach when a child has made a wrong behaviour choice and when dealing with behavioural incidents. 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. Visual materials are used with younger children and pupils with additional needs to support the restorative conversation / process. In the restorative conversations, the child and staff can draw on a number of sanctions / consequences to be employed in response to a child not following the school rules. We employ each sanction appropriately to each individual situation and parents are contacted.

- If a child does not show appropriate behaviour, a discussion will take place with the child and staff member initially. The Team Leader can be involved if appropriate. This leads to a restorative conversation and a plan to put things right. This may include an appropriate sanction.
- If a child makes poor behaviour choices over time the Team Leader, Pupil Support Manager and or a member of the SLT becomes involved. This could involve a Pupil Passport being drawn up and the child being placed on a Behaviour Support Plan /YOYOB ('You Own Your Own Behaviour') with clear targets given. Where this is the case, all staff involved with the child meet together to discuss and plan provision (Individual team around the Child / ITAC meeting).
- Sanctions will be flexible, differentiated and tailored to the individual child.

Time to think at break times

Following through with logical consequences, pupils may well miss all or part of a play time or lunch time. Staff will act reasonably, giving consideration for time to eat, drink and use the toilet. Parental consent is not required in these circumstances; however, parents/carers will usually be informed at the end of the school day.

Exclusion

It may be necessary to exclude a child from our school, although we firmly believe that this should only be carried out in most extreme circumstances and/or if all other sanctions have failed. A child who may be in danger of being excluded would usually have been identified by the school and will have their own Pupil Passport and provision document. Parents are always informed if this sanction is being considered.

Internal exclusion

In some cases, it may be appropriate for a child to be isolated within school and work independently on work set by the class teacher. In these instances, the child would be supervised by a senior member of staff. Parents are always informed if this sanction is being used.

Exclusions 'to another school'

Exclusions to another school ensure that the child is safe and that learning is not significantly disrupted. At Ryelands we believe that this form of exclusion is more effective and productive than a suspension. This type of exclusion would usually be for one or two days. The child travels to and from a designated, local primary school with a member of staff from Ryelands. The child works throughout the day (on work set by the class teacher), independently and in a designated room in the school, isolated from other pupils. Parents are always informed if this sanction is being considered.

Suspensions and permanent exclusions

The decision to exclude is taken by the Headteacher and this may be for a short period or permanent exclusion. The Headteacher will take into account the circumstances, evidence available and the need to balance the interests

of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and would most likely warrant exclusion:

- Extreme or violent physical abuse to another child or member of staff;
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Parents/carers will always be informed of the decision. Parents/carers have the right to make representation to the Governing Body (or Discipline Committee) about an exclusion, and the Governing Body must review the decision, parents/carers have the right to appeal the decision at an independent review panel.

Criminal Law

Please note: we are required to include the following within our school's Behaviour Policy

As a school, we are asked to be aware that some types of harassing or threatening behaviour – or communication – can be a criminal offence, for example under the protection from Harassment Act 1997, the Malicious Communications Act 1988, The Communications Act 2003, and the Public Order Act 1986. We are advised that if school staff feel that an offence may have been committed, they may elect to seek assistance from the police, but any reference to the police should only be taken with the agreement of the Headteacher.

Sanctions – Conduct outside the school gates
The same principles and sanctions that are outlined above for the management of behaviour in school will be applied in accordance with the severity of the behaviour in the following out of school contexts:
Where behaviour is inappropriate when a pupil is:

- Taking part in any school organised or school related activity;
- Travelling to or from school;
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or where the above does not apply but the inappropriate behaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

8. Confiscation of inappropriate items

Please note: we are required to include the following within our school's Behaviour Policy

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item. At Ryelands Primary School, the confiscated item will either be returned to the pupil at the end of the school day, or parents / carers will be asked to collect the item.

2. Power to search without consent for 'prohibited items':
    a. Knives and weapons
    b. Alcohol
    c. Illegal drugs
    d. Stolen Items
    e. Tobacco and cigarette papers
    f. Pornographic images
    g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme child pornography must be handed to the Police. Otherwise, it is for the Headteacher to decide if and when to return an item, or whether to dispose of it.

9. Power to use reasonable force

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain – it is used by staff in their duty of care towards a pupil, to prevent a pupil causing harm. Force is never used as a punishment. Staff are provided with training to support their understanding of reasonable force.

Examples of circumstances:

- Pupil attacks a member of staff or another pupil
- Fighting
- Disruptive pupil refuses to leave a room when instructed to do so
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil absconds from a class or tries to leave school
- A pupil is behaving in a way that is seriously disrupting a lesson and there are concerns for other pupils/staff safety and welfare

Measure of intervention:

The use of any degree of force can only be deemed reasonable if:

- It is warranted by the particular circumstances of the incident;
- It is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- It is carried out as the minimum to achieve the desired result;
- The age, understanding and gender of the pupil are taken into account;
- It is likely to achieve the desired result

This form of physical intervention may involve staff:

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Escorting a pupil
- Shepherding a pupil away

In extreme circumstances, trained nominated staff may need to use a more restrictive hold. In these circumstances parents/carers will be notified and the relevant documentation will be completed.

10. Roles and Responsibilities

The **Governing Body** is responsible for setting general principles that inform the behaviour policy. The Governing Body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body is also aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The **Headteacher and Pupil Support Manager** are responsible for developing the behaviour policy in the context of this framework. They decide the standard of behaviour expected of pupils at the school and how the standard will be achieved, the school rules, rewards and sanctions / consequences. This behaviour policy includes measures to prevent all forms of bullying among pupils. The Headteacher will publicise the school behaviour policy, in writing, to staff, parents and pupils once a year. It will also be available on the school website.

Teachers, Teaching Assistants and **other paid staff** with responsibility for pupils have responsibility for building effective relationships with pupils and promoting good behaviour. They have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Parents/Carers are asked to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school registered pupils or those attending Pupil Referral Units (PRU's), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask you to sign a parenting contract or may issue a penalty sanction. The local authority may also prosecute a parent who fails to ensure their child regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved in school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction.

Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration meeting following any fixed period exclusion from primary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

11. School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND Code of Practice. We recognise that a child with social, emotional and behavioural difficulties, or a child on the autistic spectrum, may require something additional or different in the same way that we would make curriculum adaptations for a child with additional learning needs.

Where this is the case, a child will be identified on our school's SEND List. A support plan will be established in consultation with the child and his/her parent/carer. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our Learning Mentors and/or referral to an appropriate outside agency. It may also be appropriate to help other children in the school understand what they can do in order to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs and Disabilities Policy. We fully recognise that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour.

As a school we have a duty to consider whether the behaviour under review also gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy will be consulted.

Our Governing body (with regard to relevant statutory guidance) have the power to direct a pupil off site for education to improve his/her behaviour. This decision would be made by the Headteacher.

12. Consultation, Monitoring and Evaluation

Our Behaviour Policy has been developed in consultation with the school community. SLT, members of the staff team (forming working parties), governors, parents and pupils have been involved in approving this revised policy.

The Headteacher, together with SLT and governors will continue to monitor the effectiveness of this policy; it will be monitored in accordance with the school's annual cycle of policy monitoring and evaluation. The Headteacher reports termly to Governors on Behaviour and Safety within the Headteacher's report to Governors. The Pupil Support Manager reports on Behaviour and Safety to the Standards and Effectiveness Committee of the Governors on a termly basis.

Following review, parents/carers will be advised on any adaptations or changes through the school newsletter. The Behaviour Policy is published on the school website, and the website is also used to ensure that the principles of the Behaviour Policy remain high profile for the whole school community.

13. Complaints Procedure

This section should be read in conjunction with the school's Complaint procedure.

In respect of this particular policy, we are required to note that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage or property disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. Where a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for a member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Where a complaint or allegation is made against a member of staff, the guidance 'Dealing with Allegations of Abuse against Teachers and Other staff' will be referred to.
5. Schools must carefully consider whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing bodies should always consider whether a teacher acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.