

# *The Ryde School*

## *Behaviour Policy*



Reviewed: October 2024  
Next Review: September 2025

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### Ethos Vision and Values

The Ryde School aims to provide a high quality education in a safe and caring environment. We welcome children, their parents and carers into a friendly, happy and hardworking atmosphere where there is an ethos of respect. Positive attitudes towards work and behaviour are encouraged and nurtured.

The staff and Governors of The Ryde School are open to innovation, change and challenge. We always aim for excellence and high standards of teaching and learning. Our Creative Curriculum offers a learning journey of enjoyment and discovery, offering the best quality learning opportunities for all.

Our children and families are listened to and contribute greatly to the life and progress of the school. The Ryde School benefits from the support and involvement of its Governors, who take an active interest in the school. The Ryde School is a school where all children are valued and where all staff work hard to help each child reach their full potential.

## Behaviour Policy

### **Introduction:**

The Governors and Staff at the Ryde School work hard to ensure all children enjoy coming to school and achieve to the best of their ability. This is supported by our Creative Curriculum.

All staff will be supported by the school leadership team to follow The Ryde School's behaviour policy through Inset training and regular reviews of the Behaviour Policy. The leadership will keep up to date with behaviour guidance from the Department of Education and Hertfordshire County Council as well as research carried out by reputable organisations. Annual surveys of children, parents/carers and staff, as well as monitoring and evaluating school behaviours, current thinking and research, will assist in keeping practice and the Behaviour Policy current and relevant.

The Ryde School follows the Hertfordshire STEPS which is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The Steps approach is based on the following principles:

## **Aims and objectives:**

- To be inclusive of all children (in line with the Equality Act 2010)
- To use a therapeutic approach
- To explore the triggers/traumas that lead to behaviour.
- To have a consistent approach to behaviour throughout the school, by following the 5 Words of Wisdom (WOW words) and Secrets of Success.
- To define acceptable standards of behaviour to the whole school community.
- To have open and shared communication which encourages and supports parental cooperation and involvement.
- To ensure children feel safe and respected while in school.
- To explain how good behaviour is encouraged and the consequences for wrong behaviour choices
- To prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying).
- To encourage increasing independence and self-regulation so that each child learns to accept responsibility for his/her own behaviours.

## **Legislation and guidance:**

This policy is based on legislation and advice from the Department of Education (DfE) on:

- [Behaviour in schools](#) - advice for headteachers and school staff 2024
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Hertfordshire County Council: Exclusion Guidance Supplement](#)

## **What the school does to encourage good behaviour:**

At the Ryde we expect all children to make good behaviour choices. These include; being polite, honest, caring and helpful to others; being inclusive and welcoming of difference in our school community; being respectful of all members of our school community and being aware of what inappropriate behaviour choices are.

We encourage good behaviour choices at the Ryde with the following:

All children are greeted at the gate in the morning by the headteacher, deputy headteacher or another member of staff.

The Ryde School promotes the 5 Words of Wisdom: Respectful, Ambitious, Safe, Creative, Resilient, which were agreed by the whole school community, to be the tenets that support our behaviour strategy. All behaviour in and around the school are guided by these five words.

The 5 Words of Wisdom support children in understanding clear expectation of good behaviours and encourages children to take responsibility for their own actions and behaviours.

A house system is used where children are awarded house points in recognition of them following the 5 Words of Wisdom.

The Ryde School promotes the Secrets of Success: Try New Things, Work Hard, Concentrate, Push Yourself, Imagine, Improve, Understand Others and Don't Give up as the 8 tenets that support our learning behaviours in the classroom. The Secrets of Success are used to promote a positive learning environment which instils a love of learning and leads to personal success.

The Secrets of Success support children in understanding clear expectation of good learning behaviours and teaches children to learn to take responsibility for their own learning.

Each class has a set of 8 logoed teddy bears that can be placed on the desks of children showing a particular perseverance at a Secret of Success. This in turn is rewarded with a corresponding sticker to take home and share with their families.

All children are taught and encouraged to use strategies to support their ability to self-regulate through Zones of Regulation. Children are helped to be able to identify how they are feeling and given the skills in selecting a strategy that will help them process their thoughts and feelings so they are ready to access learning or conversation again.

The teaching of good behaviour is supported by: whole school approach to PSHE, assemblies, School Council, House System and Eco Committee. All children from Reception Class to Class 6 are expected to wear school uniform in line with the school's uniform policy.

Routines are used to teach and reinforce the behaviours expected of all children e.g. children entering the classrooms, attending assembly, clearing tables at lunch and home time. These routines will be simple for everyone to understand and follow and will be repeated so they become embedded daily routines.

Adjustments can be made to routines for children with additional needs, as appropriate and necessary, to ensure all children can meet behavioural expectations.

Staff are committed to knowing each child as an individual. All staff are trained to recognise the triggers that may lead to inappropriate behaviour in individuals and are able to use distraction and/or de-escalation scripts to prevent inappropriate behaviours occurring.

The Ryde ensures all staff are trained to listen to children and investigate incidents impartially. Time is taken to listen to all sides to ensure that a clear understanding of events is reached. Children are encouraged to reflect and discuss the event to understand the impact of their actions. Strategies are discussed that could be used in the future.

Parents are familiar with the ethos of the school and the school's Behaviour Policy. Parents are equipped to support their children understand the expectations of good behaviour.

### **In our school everybody is entitled to the following rights to ensure quality teaching and learning:**

- be safe and feel safe.
- be treated with respect and fairness
- to communicate and be listened to
- move around the school freely
- learn in a calm environment without interruption
- use and share all the equipment within the school environment
- to be successful

In order for these rights to work, everybody needs to know that they are responsible for the way in which they behave.

### **The Responsibilities of Staff are:**

- to reinforce the 5 Words of Wisdom (Appendix 1)
- to reinforce the Secrets of Success. (Appendix 2)
- to establish clear routines to promote acceptable behaviour of children
- to raise children's self-esteem by creating a positive ethos and using verbal praise.
- to provide a challenging, interesting and relevant curriculum.
- to create a safe and pleasant environment, both physically and emotionally.
- to behave professionally at all times.
- to use rewards and sanctions clearly and consistently.
- to set a good example and follow the school's Code of Conduct Policy.
- to form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
- to recognise that some children will need more support in understanding the expectations of good behaviour.
- to be aware of each child's needs – including those with SEND.
- to refer to external agencies as necessary by liaising with SENCO/HT, or directly if necessary. (Educational Psychologist, Family Support Worker, Behaviour Support, G.P., Police etc.)
- To ensure that new children are inducted into the school's behaviour culture to ensure they understand its rules and routines.

### **The Responsibilities of the Children are:**

- to recognise and use the school's 5 Words of Wisdom. (Appendix 1)
- to recognise and use the school's Secrets of Success. (Appendix 2)
- to work to the best of their abilities and allow others to do the same.
- to take care of property and the environment, both in and out of the school building.
- to show tolerance and respect to other children and adults.
- to understand the consequence or impact of their actions and accept any rewards or sanctions that follow.

### **The Responsibilities of the Parents/Carers are:**

- to encourage and reinforce children's awareness of appropriate behaviour while in school.
- to encourage independence and self-regulation.
- to show an interest and fully support their child in their learning.
- to foster good relationships with the school.
- to support the school in engagement with outside agencies for the welfare and well-being of their child.
- to support the school in the implementation of this policy by supporting the school's 5 Words of Wisdom and Secrets of Success.
- to treat everybody in our school community with respect and consideration.
- to raise concerns about the management of behaviour with the school directly while continuing to work in partnership with them.

### **In our school everybody has the right to feel safe and respected:**

To feel safe from violent and non-violent threats, verbal abuse, sexual abuse and harassment and taunting.

Every child and adult at our school has the right to be respected for who they are and so valued and appreciated.

### **The Responsibilities of Staff are:**

- To listen to children and hear what they are saying.
- To use de-escalation phrases as needed to help calm children and keep them safe (Appendix 3).
- If possible corroborate the account of an incident.
- To investigate any incident back to its root cause, establishing a time line and a clear picture of what happened.
- To either find a solution to the incident, as stated by this policy, or pass the information to senior member of staff.
- Any child must be reassured and a clear plan of action given.
- To take into account the wishes and opinions of the child (either victim or perpetrator).
- To use class Jigsaw lessons to address any issues arising from an incident.

### **The Responsibilities of the Children are:**

- To report incidents that cause them, or others, concern, upset or harm.
- To be honest when giving an account of an incident.
- To allow others to give their account of an incident without interruption.
- To work to find a solution that everyone agrees with.
- To ensure they behave in a manner that is respectful to adults and children.
- To be kind and polite and not make others feel unsafe.
- To never use violent or aggressive behaviour to others.

### **The Responsibilities of the Parents/Carers are:**

- To work with the school to understand an incident and how and when it occurred.
- To inform the school of any experiences the child may have had that could impact their behaviour and attitude to school.
- To support the school in involving outside agencies or professionals to support their child (either victim or perpetrator) if needed.
- To work with the school to find a long term, permanent solution so that the child is not involved in a repeat of the incident.
- To take into account the wishes and opinions of the child (either victim or perpetrator).

### **What the school identifies as inappropriate behaviour**

At The Ryde, we consider any behaviour that threatens or upsets a child or member of staff to be unacceptable behaviour. This may include but is not limited to:

- Verbal abuse/rudeness/unacceptable language;
- Physical violence such as hitting, kicking, spitting or biting;
- Sexually inappropriate behaviours including sexual harassment or sexual violence;
- Child on child abuse, which may include bullying;
- Discriminatory or hateful behaviour related to a person with a protected characteristic;
- Refusal to co-operate with instructions or complete work;
- Causing disruption to learning, or other sessions such as assemblies;
- Deliberately upsetting or provoking others;
- Damage, destruction or theft of resources, equipment or displays.

Each incident will be dealt with by applying the appropriate consequence(s).

### **What happens if the policy is not followed?**

#### **For children we will initially:**

(This list is not exhaustive)



- Allow a child a safe space to cool/calm down before discussing any incident.
- Allow a child time out to reflect, gain perspective and reset.
- Provide a quiet working space for a child to work quietly, if requested by the child.
- Discuss incidents with the children involved to reach an understanding of what had happened.
- Encourage children to understand the impact of their actions on others.
- Discuss strategies to use in the future.
- Cause the child to lose a playtime.
- Give a verbal warning.
- Contact parents/carers.
- Give warnings about sanctions to be used if inappropriate behaviours continue.
- Talk to the child's parent/carer at the end of the day.
- Removal of the child from the classroom

**For children, staff will then:**

- Reflect on the circumstance/situation that caused inappropriate behaviour.
- Consult with HT/Inco.
- Use ABC (Antecedent, Behaviour, Consequence) log as directed by HT/SENCO.
- All staff to follow outcomes of the log in consultation with Senco.

Significant incidents of unacceptable behaviour are recorded. Senior Leaders monitor this regularly and the appropriate action is taken if patterns are spotted or if a child is frequently displaying particularly challenging behaviour.

**For staff we will initially:**

(This list is not exhaustive)

- Discuss the incident/s with the member of staff
- Reflect on the incident and the processes and procedures that should have been followed.
- Give further training on the standard phrases (Appendix 3) to use with children who are distressed/heightened/upset/angry/overwhelmed to calm them and keep them safe.
- Discuss the reporting protocols of incidents and the importance of accuracy and impartiality.
- Refresher training will be given as identified.

**Further actions for repeated or persistent inappropriate behaviours/choices**

**For children:**

(This list is not exhaustive)

- Have a targeted discussion with the child, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person/s.
- A senior teacher will talk to parent/carer at the end of the day.
- A phone call to parents/carers to outline concerns and seriousness of a situation will be made.

- We will consider whether a child's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the child.
- Use a therapeutic approach to assess support needed and put in place.
- To put in place a Pastoral Support Plan.
- To complete a risk assessment to ascertain the level of risk and support needed.
- A referral to a relevant agency/agencies that offer/s support to the child/family/school can be made.
- Seek advice from relevant agencies.
- Contact the parent by letter or phone call to make an appointment to see the Headteacher.
- A loss of more than one playtime.
- An involvement of senior teacher.
- A verbal reprimand and reminder of the expectations of behaviour given.
- Issue a loss of privileges i.e. positions of responsibility, after school clubs, school teams, representing school at events. (Parents to be informed)
- Removal from class will take place for serious disciplinary reasons and the child will be required to spend up to one session out of the classroom at the instruction of a member of senior staff. The child will be supervised by a senior member of staff. The child will be reintegrated back into the class and supported to engage in learning.
- Issue an internal suspension (time out of the classroom for more than one session), supervised by a senior member of staff. (Parents to be informed)
- A suspension will be made.
- Reintegration meetings will be held between the school, children, parents and, if relevant, other agencies. A risk assessment will be carried out and a Pastoral Support Plan will be put in place.
- A permanent exclusion will be made (headteacher only)
- Senior staff will keep a log and monitor incidents of class removal and internal suspensions.

The measures listed above may also be used as strategies to prevent recurrence of misbehaviour.

#### **For staff we will:**

(This list is not exhaustive or in any particular order)

- Refer to this policy
- Refer to Code of Conduct Policy
- Refer to KCSIE (2024)
- Refer to the school's Disciplinary Policy and Procedure
- Investigate repeated breaches of policies and procedures.
- Give further training and set a PIP and targets with a review period.
- Refer to Capability Procedure.

### **Searching and Confiscation**

Staff in this school will not search or confiscate any item/object from a child. Any item/object brought to school by a child that affects the safety and well-being of children and/or staff, or it causes distraction and disruption to learning, concentration or play, will be taken to the office by a member of staff for safe keeping. If appropriate, the child will be able to collect the item/object at the end of the day. If necessary the child's parent will be informed.

If mobile phones are found, children will be asked to take them to the office immediately. They can be collected at the end of the school day by the child.

## **Behaviour outside of school premises**

Non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school will be investigated in line with the school's Behaviour Policy.

Each incident will be investigated and parents will be contacted to work towards solution.

If necessary relevant agencies will be contacted for advice and support.

## **Child-on-child abuse (bullying)**

Child-on-child abuse, or bullying, is not tolerated at The Ryde School. (see Anti bullying policy, Child Protection Policy and KCSIE 2024 for clarification of definitions).

Child on child abuse is most likely to include, but may not be limited to:

- Cyber-bullying that takes place on line such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence.
- emotional abuse including being unfriendly, excluding, tormenting.
- physical abuse such as hitting, kicking, pushing, shaking, biting, hair pulling, or any other form of violence causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Prejudice-based and discriminatory abuse (racial, faith-based, sexist, homophobic, transphobic, disability-based, body image) such as taunts, gestures, graffiti or physical abuse focused on a particular characteristic e.g. gender, race, sexuality.
- Direct or indirect verbal abuse such as name calling, sarcasm, spreading rumours or teasing.

## **Child-on-child sexual abuse**

Any incidence of child-on-child sexual abuse will be treated seriously, be fully investigated and will be dealt with swiftly. The school's response will be proportionate, considered and supportive and the response will be decided on a case-by-case basis and in line with the sanctions outlined in this policy.

Child-on-child sexual abuse can take many forms, such as:

- Abuse in intimate personal relationships between peers.
- Use of 'banter' or sexually abusive language
- Inappropriate touching
- Sexual violence and sexual harassment.

- Upskirting, which involves taking a picture under a person’s clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm .
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party.
- Inappropriate online behaviour including the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed by following the school’s child protection and anti-bullying policies.

(See Child Protection Policy, Behaviour in Schools 2024, and KCSIE 2024 for clarification of definitions)

## **Support following a bullying incident**

In line with the school’s Anti-bullying policy we will:

- Offer in school support programme/s as appropriate to either/or both perpetrator/s and victim/s
- Recommend referral/s to appropriate services to support either/ or both perpetrator/s and victim/s
- The school’s SLT will seek guidance from other professionals as needed
- Review Safeguarding Policy and practice
- Review Behaviour and Anti-Bullying Policies

## **Reasonable Force**

All staff have had STEPS training and the use of force is not recommended at The Ryde School. However, staff will use reasonable force, using no more force than is needed, when there is a concern for the safety of the child, other children or staff. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions. The Headteacher or senior member of staff will be informed immediately. When this occurs parents/carers will be informed, depending on the circumstances, immediately or at the end of that day as decided by the Headteacher or senior member of staff.

## **Transitions**

Transitions between years are managed positively with children meeting their next teacher at the end of the summer term (where this is possible). Information about, and the specific needs of, each child will be transferred from the existing teacher to the receiving teacher. At this time the children will also have the opportunity to meet the support staff they will be working with.

Transitions to secondary schools are managed positively. Staff have contact with receiving schools that allows individual information about each child to be passed to the new setting/s. Preparation work is carried out at The Ryde School so children’s expectations of secondary education are realistic and positive.

In year transitions will be managed positively. Contact will be made with schools sending and receiving children so that all information is passed on and there will be continuity of care for the child/children involved.

## **Mobile Phones, Smart Watches and Air Tags**

Children are discouraged from bringing mobile phones to school or from wearing smart Watches or Air Tags.

- Children in years 5 and 6 are allowed to bring mobile phones to school if they walk to or from school independently.
- All mobile phones, smart watches or Air Tags brought to school are stored in the school office from morning registration until the end of the school day.
- Parental permission will need to be provided.

During the school day these devices must be turned off. They can be collected at the end of the school day by the child.

## **One-off incident leading to permanent exclusion**

The Headteacher may decide that permanent exclusion is necessary where staff or children's safety is put at risk or the anti-social behaviour is so extreme that the school has no other alternative. This may include, but is not limited to the following:

- All steps to encourage the student to align to the schools expected standards of behaviour have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass peer abuse/harassment (bullying) including homophobic, racist or any bullying that is of an offensive nature, or has the intention or outcome of showing extreme disrespect.
- Serious actual or threatened assault/violent behaviour against a child or member of staff.
- Sexual misconduct.
- Supply or misuse of an illegal drug, or mind-altering substance
- Being in possession of an offensive weapon or sharp object with the outcome or intention of causing harm

## **Responding to incidences from children with SEND**

The Ryde supports children with SEND, some of whom present with challenging behaviour related to their needs. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. For children with SEND, it may be necessary to adapt the approaches described in this policy to accommodate their individual needs. Some children may have an individual behaviour plan or Education Health and Care Plan which details the approaches and strategies to be used, where these differ from the standard practice described in this policy.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from educational and medical professionals to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and work with them to plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **Pupils with an Education, Health and Care Plan (EHCP)**

Any provisions set out in an Education Health and Care Plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an Education Health and Care Plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review.

## **Monitoring and Evaluating School Behaviour**

Information will be collected from the following sources:

- behaviour incident data, including on removal from the classroom, bullying incidents, racist incidents, sexist incidents and homophobic incidents
- attendance, permanent exclusion and suspension data
- anonymous surveys of staff, children and governors on their perceptions and experiences of the school behaviour culture.
- Reviewing of system and support will be made and any issues raised will be addressed.
- Advice from external agencies

All staff will receive regular therapeutic training.

This policy will be reviewed by the Headteacher, and ratified by the governors, at least annually.

## **Appendix 1**

### **The Ryde School 5 Words of Wisdom.**

*Resilient*      *Creative*      *Safe*      *Ambitious*      *Respectful*

## **Appendix 2**

### **The Ryde School Secrets of Success**

1. Don't give up
2. Concentrate
3. Push yourself
4. Improve
5. Imagine
6. Work hard
7. Understand others
8. Try new things

## **Appendix 3**

Suggested deescalation phrases to be used when children are distressed/ heightened/ upset/angry/ aggressive, to help them calm and keep them safe.

These are the phrases to be used as appropriate:

- Learners name
- Come with me...
- I can see something has happened
- I am here to help