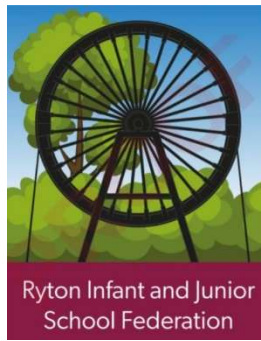


RYTON FEDERATION

Positive Behaviour Policy



Welcome

A very warm welcome to Ryton Federation. We are proud to be a community where children, staff and families feel a strong sense of belonging. Together, we create a happy, caring and stimulating environment where every child is supported to grow, thrive and succeed.

Our Values: Positive, Respectful, Safe

At Ryton Federation, we work together to create a safe, nurturing environment where everyone feels valued, heard and respected.

We believe that behaviour is shaped through relationships. Children learn how to behave through guidance, consistency and connection with the adults around them. We support children to understand their choices, take responsibility, and recognise how their actions affect others.

As a community, we live out our shared values of being:

- **Positive**
- **Respectful**
- **Safe**

We support one another to uphold these values every day.

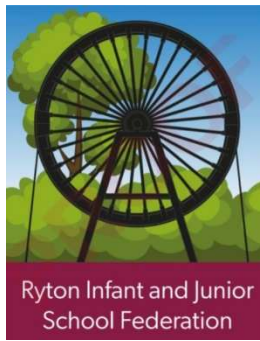
Our Approach to Behaviour

We recognise that children learn best when they feel safe, understood and connected. While clear routines and consistent expectations provide structure, it is strong, trusting relationships that allow children to succeed.

Our approach is rooted in the belief that adults make the difference. By modelling calmness, kindness and consistency, we support children in developing self-regulation and positive behaviour over time.

We:

- Celebrate positive behaviour genuinely and regularly
- Address difficulties through calm, respectful conversations
- Focus on learning, not punishment
- Prioritise repairing relationships when things go wrong



Aims of the Policy

Our aims are to:

- Build a culture of mutual respect and belonging
- Support children to develop self-discipline and responsibility
- Prevent bullying and promote kindness
- Encourage children to engage positively with their learning
- Provide clear and consistent expectations
- Work in partnership with families
- Support children's emotional and behavioural needs
- Promote the wellbeing and safety of all

We recognise that:

All children are treated fairly, but not always in the same way, as individuals may need different support.

Understanding Individual Needs

We recognise that some children may need additional support with their behaviour due to emotional or developmental needs.

These children may have:

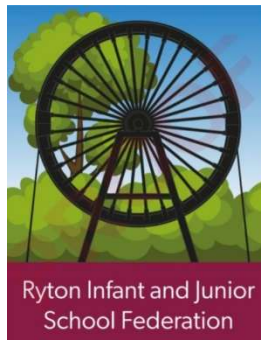
- Individual behaviour plans
- Adapted strategies
- Additional support from staff or external professionals

Our approach remains relational, focusing on understanding, support and consistency.

Roles and Responsibilities

All Staff

All staff play a vital role in building positive relationships with children. By getting to know each child, we can better support their needs and guide their behaviour.



Staff:

- Model respectful, calm and caring behaviour
 - Use consistent language and expectations
 - Take time to listen and understand
 - Support children to reflect and improve
-

Senior Leadership Team

Leaders support a relational culture by:

- Being visible and approachable
 - Celebrating positive behaviour across the school
 - Supporting staff with behaviour challenges
 - Monitoring behaviour patterns to provide support
 - Ensuring staff training and development
-

Class Teachers

Class teachers build strong relationships with their pupils and create a positive classroom culture.

They:

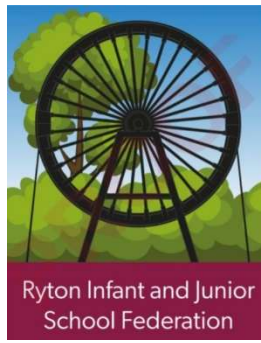
- Set clear expectations
 - Support children consistently and fairly
 - Address behaviour through calm conversations
 - Work with families and external agencies where needed
 - Help children reflect and learn from experiences
-

Parents and Carers

We value strong partnerships with parents and carers.

We aim to:

- Communicate openly and honestly
- Work together to support children



- Share successes and concerns
 - Provide consistent messages between home and school
-

Lunchtime Supervisors

Lunchtime staff:

- Build positive relationships with children
 - Support children in resolving issues
 - Maintain a calm and safe environment
 - Share information with teaching staff when needed
-

Governing Body

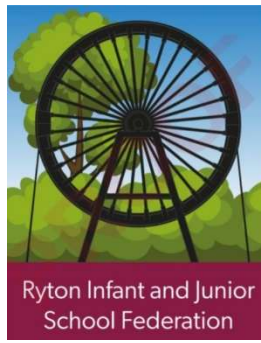
Governors support the school by:

- Reviewing the effectiveness of the policy
 - Ensuring fairness and consistency
 - Supporting leadership in decision-making
-

Children's Voice: How We Behave

We encourage children to:

- Be kind, respectful and inclusive
- Listen to others and be heard
- Take responsibility for their actions
- Try their best
- Help and support others
- Celebrate differences



Language Around Behaviour

The way we speak matters.

We:

- Speak calmly and respectfully
 - Focus on the behaviour, not the child
 - Use consistent language
 - Support children to reflect and improve
-

Recognition and Encouragement

We actively notice and celebrate positive behaviour.

This may include:

- Verbal praise
- Recognition boards
- Certificates and rewards
- Communication home
- Special events or privileges

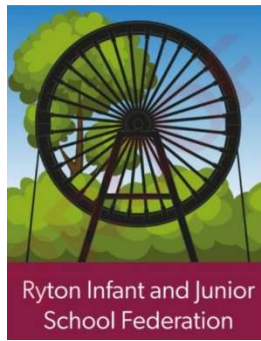
Our focus is on recognising effort, kindness and improvement.

Supporting Behaviour: Relational Strategies

Everyday Practice

Adults:

- Greet children warmly
- Build positive relationships
- Notice and reinforce positive behaviour
- Stay calm and consistent
- Show care and compassion



Restorative Conversations

When behaviour needs addressing, we focus on reflection and repair:

- What happened?
 - What were you thinking/feeling?
 - Who has been affected?
 - What can we do to make things right?
 - How can we do things differently next time?
-

Redirecting Behaviour

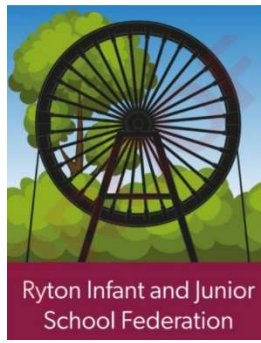
We use calm, supportive language:

- “I understand how you feel...”
 - “I need you to...”
 - “Let’s work together to solve this...”
-

Stepped Support Approach

We use a consistent approach to guide behaviour based on Paul Dix’s advice:

1. We REMIND children of the rules.
2. We ask children to THINK about their next steps.
3. We remind children that this is their LAST CHANCE.
4. We will give the child an IMMEDIATE CONSEQUENCE, e.g., move seat, a short time out or miss some of playtime.
5. We will have a chat to help REPAIR the situation.
6. We may ask the child to COMPLETE work at home.
7. If behaviour meets a coloured-coded threshold, a child may have to attend REFLECTION. The time in reflection is proportionate to the poor behaviour. There is a clear scale which teachers follow.
8. We may meet with PARENTS to talk about how best to help.



Serious or Ongoing Behaviour

When behaviour continues to be challenging:

- Additional support is provided
- External agencies may be involved, e.g., HINT, counselling, TAF, Early Help, EBSA,
- Individual plans are developed

Exclusion is always a **last resort** and used only when necessary.

Sanctions (Relational Framing)

Consequences are used to:

- Help children understand impact
- Support reflection
- Maintain safety and fairness

They are:

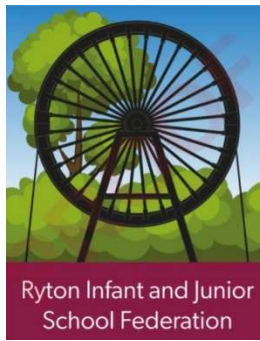
- Proportionate
 - Consistent
 - Focused on behaviour, not the child
-

Extreme Behaviour

Some children communicate distress through behaviour.

We:

- Seek to understand the cause
- Provide support and structure
- Build trust and safety
- Use skilled staff and personalised approaches



Physical Intervention

Physical intervention is only used when necessary to:

- Keep children and others safe
- Prevent harm

All incidents are:

- Recorded
 - Reviewed
 - Managed with care and professionalism
-

Supporting Staff

We recognise that behaviour incidents can be challenging.

Staff are supported through:

- Leadership guidance
 - Time to recover if needed
 - A culture of care and respect
-

Exclusions

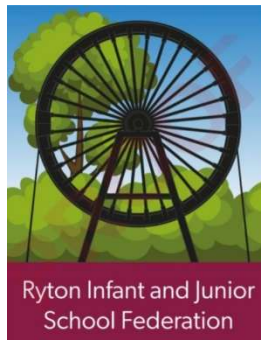
Exclusions are used only in serious cases as a last resort.

We aim to:

- Support children before this point
 - Work with families
 - Use exclusion as a last resort
-

Monitoring and Review

This policy is regularly reviewed to ensure it reflects our values and supports our community effectively.



Final Statement

At Ryton Federation, we believe that **positive behaviour grows from positive relationships**.

By working together—with kindness, consistency and understanding—we create a school where everyone feels safe, valued and able to succeed.