

The Ridgeway CE Primary School

'Building for Life'

Positive Behaviour Policy

Our shared Christian vision of 'Building for Life' is at the heart of everything we do at The Ridgeway. It provides our children with support and guidance throughout school and allows them to make positive and informed decisions about how to be caring and respectful to those around them. However, all children, from time to time, need help in managing their behaviour. We help our children to learn right from wrong, to become independent and resilient learners. We encourage the children to treat others as they would like to be treated both within the classroom, where every child has a right to learn and teachers have a right to teach without disruption, and within the wider community. We recognise that within our school community and our relationships with others that forgiveness and reconciliation are key and that this is more than asking for an apology but a change of behaviour.

Behaviour Rights and Responsibilities:

The school has established behaviour rights and responsibilities which clearly set out our collective 'rules' which apply to all of our pupils. These have been devised with the children.

Responsibility:

We have a responsibility to:

- treat each other with politeness and respect

- to treat each other with kindness
- to share
- to be honest
- to persevere

Rights:

We know that as we have these responsibilities, we also have the right:

- to be treated with respect
- to be treated with good manners and to be listened to
- to be treated kindly, to be cared for
- to have things shared fairly
- to be told the truth

As a school we ask ourselves and others: Are we being caring? Are we being respectful? Are we persevering? Are we *Building for Life*?

In order to support our positive behaviour approach, the following partnership agreements and actions are taken as outlined below:

• **Pupils** – At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. Pupils are expected to:

- Follow our agreed school and classroom rules.
- Accept responsibility and the consequences of their actions.
- Listen to and respond appropriately to what adults say.
- Talk to a member of staff if they have a concern.

• **Teachers** – Adults in the school have an important responsibility to model high standards of behaviour. Adults in school are expected to:

- Provide a caring and effective learning environment
- Model positive behaviours and build relationships, encouraging positive relationships based on mutual respect
- Refer to the school/classroom rules
- Plan lessons that engage, challenge and meet the needs of all learners, encouraging all pupils, whatever their attainment, to achieve and to be the best that they can be
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Create a calm, purposeful and positive atmosphere with realistic expectations

- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion SENCO and outside agencies as appropriate
- Listen to the concerns of the child
- To work with parents so that they are aware of any significant behavioural issue involving their child

It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school. All adults in school contribute to creating a caring and effective school environment. All adults within school must model positive behaviours and build relationships, encouraging positive relationships based on mutual respect. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time.

It is the responsibility of the Headteacher to:

- Be available to support any staff or pupils with behaviour issues arising.
- Report upon the effectiveness of the Behaviour Policy as requested.

• **Parents** – Parents have a responsibility to work with school to support the best outcomes for their children. Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour.
- Ensure that their child fully understands the school rules and the consequences of not adhering to them.
- Inform the Class Teacher of any changes in circumstances which may affect their child's behaviour.
- Discuss any concerns with the Class Teacher promptly.
- Be available to be contactable by the School.

• **Governors** –The Governors of the school support the Headteacher and staff and:

- Promote the Christian ethos of The Ridgeway as a Church of England school where all are equally valued as members of the school community.
- Foster an effective partnership between pupils, parents, staff and governors.
- Support the maintenance of a caring, safe and nurturing environment where pupils can flourish.
- Encourage a positive reputation in the community.
- Ensure that the school community is safeguarded.
- To agree our behaviour policy and be involved in exclusion procedures should the need arise.

Positive Behaviour Management

In order to promote positive behaviour, we have a reward and sanction system. These strategies are employed to promote a well-ordered, purposeful school community and underpin the behaviour policy.

Rewards:

- Verbal recognition and thanks to individuals and groups.
- Stickers may be awarded to individuals for special achievements, effort, kindness, helpfulness etc.
- Praise by Head Teacher
- Awards in collective worship – eg class award, value ambassador etc.
- Headteacher awards.
- Positive behaviour to be reported by lunchtime supervisors/staff to class teacher who will incorporate it into their own class reward system.
- Parents informed and positive behaviour celebrated.
- Each class has its own reward system and classes which meet their targets may be rewarded with extra PE time, Golden time or a suitably negotiated reward with their class teacher

Non adherence to behaviour Policy:

Whilst our emphasis is on the positive approach to good behaviour, naturally we also have a system of procedures for managing disruptive behaviour.

The suggested procedures for dealing with **Low-level disruptive behaviour** which disrupts learning or interferes with the well-being of others are:

- Focus on positive role models e.g. “Thank you [name] for showing me that you are ready to learn.”
- Non-verbal cues.
- Divert attention.
- Stimulate a new activity or interest.
- Change location e.g. seating.
- Have a restorative conversation with the child.
- Support from other adults.
- If appropriate, let the parents/carers know as soon as possible to discuss strategies

Where there are incidents of **high-level disruptive behaviour** – examples are: stealing, damaging the school environment, physical attack, racist attack, sexually inappropriate behaviour, derogatory language, bullying. The procedures which will be followed are:

- Imposed time out in a safe space e.g. in another class, with a member of the Leadership Team, Class Teacher or with a Teaching Assistant.
- Pupils may have a restorative conversation (Appendix A) with the class teacher/headteacher to reflect upon the incident and (if appropriate) apologise/write a letter of apology.
- Parental involvement in consultation with the Class Teacher and Headteacher
- Internal exclusion
- Alternative arrangements for managing unstructured times (if appropriate) e.g. sports activity, time/activity with a trusted adult
- Persistent behaviour difficulties may result in referral to appropriate outside agencies e.g. Independent consultant, Mulberry Bush, CAMHs, who will support the school in managing the child's behaviour

Non-Adherence to Positive Behaviour Plan – Summary of Procedures.

Where there is a non-adherence to the positive behaviour policy a stepped approach is used.

This stepped approach assumes a gradual increase or persistence in unacceptable behaviour. If behaviour degrades quickly or if the first incident is serious in nature, then it is acceptable to skip stages.

There may also be occasion which would warrant an internal exclusion where the child completes their schoolwork in a designated workspace within the school and has their break periods away from their peers.

Naturally, we wish to work closely with our parents in supporting all pupils. With this essential partnership in mind class teachers may inform parents if a child is consistently reaching early stages of the system, without necessarily reaching the more serious levels of poor behaviour.

	Step	Action
1	Reminder	A reminder about the school rules (delivered privately where possible). Ensure children have time to implement behaviour changes. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. Use school's common language e.g. "Do you think this is showing building for life? What could you do differently?"
2	Warning	A clear verbal caution again delivered privately wherever possible. Make pupil aware of their behaviour and clearly outline consequences if they continue. Ensure children have time to implement change.

3	Last chance	Speak to child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of positive behaviour. Use micro scripts to support (appendix A).
4	Time out Contact with parents	Time out is a brief internal exclusion that may be a short time outside the room in a safe space, or at the side of the field/playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Incidents will be recorded on the school's electronic system.
5	Repair	Repair for Reception and KS1 may be a quick chat at break time in the playground, or a more formal meeting. A restorative conversation may be appropriate (Appendix B). Repair for KS2, will be a longer conversation where children reflect upon the incident and there will be a restorative conversation (appendix A). Where appropriate and apology/letter of apology may be used.
Once stepped sanctions have been followed, if persistent behaviour continues, the following steps will be made.		
6	Behaviour support Plan (BSP- Appendix C)	A child who regularly struggles to regulate their behaviour, even with adult support, and who does not respond to the measures outlined above may be referred to the Headteacher and SENCO and consideration for assessment by outside agencies and placing on the SEN register. In such cases, the following course of action will be followed: • Class Teacher co-ordinate discussion with Parent /Carer re: incident / behaviour concerns. • If behaviour continues, a BSP (Behaviour Support Plan) to be put in place led by Class Teacher with support from SENCO. (External agencies may be included (Behaviour Support Service / Attendance and Engagement Officer / Educational Psychologist) in developing plan. The behaviour support plan helps understand behaviour and support behaviour change. The plan is shared with all staff in school ensuring a whole school supportive approach. If a Class Teacher or feels an individual child requires a BSP, they will discuss their concerns with the SENCO and Headteacher. This will then be discussed with the child and their parents. If it is agreed that the child begins a behaviour support plan, the Class Teacher and parents/carers will need to ensure a high commitment to regular monitoring if it is to be successful.
7	Personalised Support Plan (PSP – Appendix D)	A personalised support plan may be used with pupils in a number of situations (not necessarily related to non-adherence to the behaviour policy). However, when used as part of the staged procedures for non-adherence to the positive behaviour expectations of the school the PSP will be

		developed to help individual pupils manage their behaviour. The PSP will have the following common elements: • Is school based • Has a nominated member of staff as overseer • Is automatic for pupils with several suspensions or at risk of permanent exclusion • Is automatic for pupils not succeeding on a BSP • Will have involved other agencies where appropriate • May include selective exclusion (i.e. not on the school premises during lunchtime) • May include an individualised timetable or reduced timetable. The PSP will be reviewed at a formal meeting regularly with parents/carers, headteacher and Class Teacher.
8	Suspension* *Please note that a suspension may occur before a PSP depending on the individual child, or an incident that has occurred.	Suspension is not taken lightly, and only used after all other attempts to modify behaviour have failed. Suspension serves several purposes, including: • To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour. • To maintain high standards of behaviour in school. • To secure the wellbeing of and entitlement to other children and staff in school. If the Headteacher decides to suspend a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding suspension. Appropriate work will be set by the Class Teacher. Examples of behaviour likely to lead to exclusion include direct verbal or physical aggression/ disruption/abuse towards a member of staff/child.
9	Exclusion	Permanent exclusion may happen as a result of repeated suspensions. It will only ever be considered after all other attempts to keep a child in school have been exhausted. The Local Authority must be informed.

School Trips

When out of school on educational visits, pupils are expected to maintain the same high standard of behaviour required in school.

If a pupil has previously shown negative or unsafe behaviour, which may not be reasonably managed within the positive behaviour policy guidelines, a discussion will be held in school to decide whether the child's behaviour may be managed safely and effectively outside school. The discussion will ascertain whether the child may be able to attend the school trip, following a risk assessment, or whether the child will not be able to join the school trip for health and safety reasons. Any decision regarding school trips will be discussed in full with the child's parents.

Policy Adopted October 2025

Policy review date: October 2027

Appendix A

Micro-script

I noticed you are ...

Are you being.....?

It was the rule about ...

Do you remember last week when you...?

Thank you for listening.

Appendix B

Restorative reflection card which can be used to support restorative conversations.

What happened?	How were you feeling? How could it have made other people feel?
What could we do to make things right?	What could we do differently in the future?

Restorative Questions

These can be used to support conversations.

1. What happened?
2. What were you thinking at the time? And how were you feeling?
3. Who's been affected? How?
4. What do you need to feel better?
5. What needs to happen to move forward/Put things right?
6. What should we do to put things right?
7. How can we do things differently in the future?

Appendix C

Stage	Presenting Behaviours	Possible communication	Adult Intervention	Scripts
1. Anxiety/Trigger 				
2. Defensive/ Escalation 				
3. Crisis 				

4. Recovery



5. Reassurance
and repair

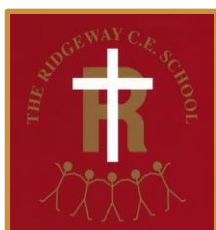


6. What happens
now?



Remember to record incidents on SchoolPod

Appendix D:



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Personalised Support Plan (PSP)

Name:	DOB:	SEN Support/EHCP/CIN/CP
Class:		Teacher:
Start Date of PSP	End Date of PSP	Coordinated by:

- Copies of Child's Pupil Profile must be attached to PSP.
- Copy of Child's Timetable must be attached to the PSP.
- Copy of Child's positive behaviour plan to be attached to PSP.
- If there is a risk assessment in place this must be attached to the PSP.

What behaviour is being seen and what is our understanding of these behaviours?

What is going well and what strengths can be built upon?

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What strategies/approaches/actions are likely to have a positive impact?

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Parent's Views

Child's Views

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What specific skills does the child need to develop and how can we support them?

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Review of Plan

Date

Next Steps
