

Ridgeway Primary **Academy**



... the sky's OUR limit!

Behaviour Policy 2024

This is how we do it here.

PART ONE – WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Here at Ridgeway Primary Academy, we provide a warm, welcoming, and inclusive environment where children are treated as individuals without judgement or comparison. We have a passionate conviction that all our children can contribute and achieve no matter what they have experienced or done. We have a total commitment to their success at Ridgeway Primary Academy and beyond. Our behaviour principles are reflected in our values and ethos statements detailed below.

Our Ethos

Children are at the centre of all that we do.

We provide a happy, secure & stimulating environment where children can flourish;

We are fully inclusive where all children believe in themselves and are proud of who they are;

We promote excellent attendance and behaviour in order to develop a love of learning and ensure high levels of achievement;

Our School Values

We value everyone as an individual.

The ethos of our school is built upon the foundations of our core values. We believe that if we behave according to these values our school will be a good place to work, learn and play for everyone.

Our values form our Pupil CHARTER and underpin our pupil code of conduct.

Cooperation; Honesty; Ambition; Respect; Tolerance; Enjoyment; Responsible;



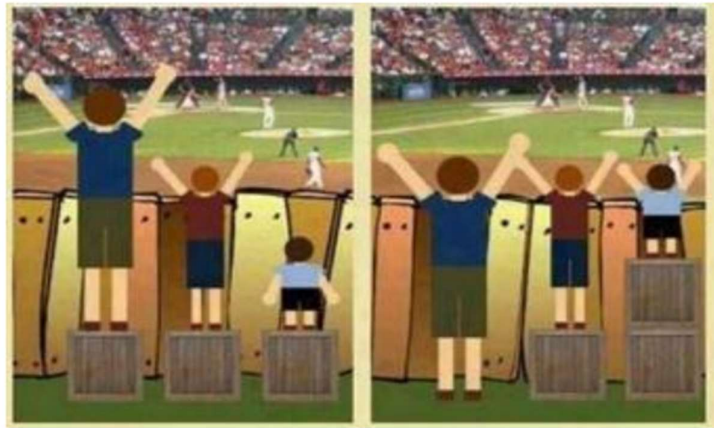
Shared values

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships. At Ridgeway good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school.

All at Ridgeway Primary Academy have courage in our belief that all our children can achieve, especially if they are held with unconditional positive regard by the adults that surround them. We are optimistic about success and accept no restriction on what is possible for all people in our care.

Crucially, being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). This means that we may need to treat children differently to respond to their individual needs. For us, a consistent approach does not mean "one size fits all".

We consistently focus on meeting the needs of the individual child.



Our Aims

"When I say manage emotions, I only mean the really distressing, incapacitating emotions. Feeling emotions is what makes life rich. You need your passions". (Daniel Goleman)

At Ridgeway Primary Academy our aim is that our children should achieve their academic potential and lead independent and fulfilling adult lives. We enable this by building mutually respectful relationships with them and showing them how to have respectful relationships with themselves and other people. This helps them to reflect and take responsibility for themselves and their actions. It is a form of discipline that is constant, immediate, and consistent. We achieve positive behaviour change through conversation and restorative approaches. The warmth, humour and pleasant firmness with which our staff engage with children from the moment they arrive in the school each day, demonstrates the way in which we set boundaries on behaviour, and is reflected throughout the school. Central to how we manage behaviour are the three main elements:

1. Secure attachments

A secure attachment bond ensures that children feel safe, understood, and be calm enough to experience optimal development of his or her nervous system. Your child's developing brain organises itself to provide your child with the best foundation for life: a feeling of safety that results in eagerness to learn, healthy self-awareness, trust, and empathy. An insecure attachment bond fails to meet a child's need for security, understanding, and calm, preventing the child's developing brain from organising itself in the best ways. This can inhibit emotional, mental, and even physical development, leading to difficulties in learning and forming relationships in later life.

2. Self-esteem

People with poor self-esteem often rely on how they are doing in the present to determine how they feel about themselves. They need positive external experiences (e.g., compliments from friends, praise and positive feedback from adults) to counteract the negative feelings and thoughts that constantly plague them. Even then, the good feeling (such as from a good mark or compliment) is usually temporary. Healthy

self-esteem is based on our ability to assess ourselves accurately and still be accepting of who we are. This means being able to acknowledge our strengths and weaknesses (we all have them!) and at the same time recognize that we are worthy and worthwhile.

3. Emotional development

Emotional 'literacy' implies an expanded responsibility for schools in helping to socialise children. This task requires two major changes: that teachers go beyond their traditional mission and that people in the community become more involved with schools as both active participants in children's learning and as individual mentors. Our ethos revolves around awareness, understanding, and consideration of others' needs, compassion, equality, tolerance, and inclusion. Acceptable standards of behaviour are those which reflect these principles. The problem with strict boundaries and rigid rules is that they place too much responsibility on external factors. The child is not controlling themselves but is being controlled.

We feel that children need to learn how to control their own emotions and behaviours to develop into good citizens. For this reason, we must allow for behavioural mistakes, we must have room for trial and error. For some children, this may involve "2 steps forward and 3 steps back". We stay focused on the forward steps as that is the most effective way of helping a child move forward.

We believe self-management of behaviour is a far more effective way to embed behavioural change than a strict sanctions and rewards system. Our behaviour system enables staff to clearly separate behaviour from child. It is important that children feel liked and cared for. Our aim is to "catch them getting it right" – in order to help the child to develop a positive self-image.

Staff Development and Support

This ethos requires a nurturing environment; both in terms of staff skill and physical resources to enable children the freedom to explore emotions and social behaviour in order that behaviour can be unlearned or adapted by modelling, coaching and teaching a more appropriate range of behaviours.

In our Behaviour Blueprint (Appendix 1), we outline five non-negotiable expectations on adult behaviour when interacting and responding to children.

These are:

- Calm – adults should train themselves how to be calm. This involves not feeling, or at least not showing, nervousness, anger, or other strong emotions to the child/ren in their care
- Consistent – responding to the needs of a child or children should be done in the same way over time so as to be fair in the treatment of them and eradicate unpredictability
- Positive – adults should hold all children with unconditional positive regard and take a positive and proactive approach to responding to and meeting the needs of children
- Empathetic – adults should demonstrate an ability to understand and share the feelings of the children which they care for, particularly during times of adversity, emotional dysregulation or distress
- Reflective – adults working with children should have the ability to look back at things that have been done or said in order to think calmly and quietly about them. They should use this reflection to adapt their practice in the best interests of the child/ren.

We provide staff with appropriate training to respond in the ways that are outlined above. This training includes:

- Induction which includes sharing of the values, ethos and aims and support on implementing the Behaviour and Self-Regulation Policy in practice
- Training on how to use the Behaviour Blueprint
- Laughology training
- Restorative Justice training
- Attachment and trauma training
- Adverse Childhood Experiences training
- Raising Awareness of Safeguarding and Child Protection training
- Raising Awareness of Sexual Harassment and Violence training
- Raising Awareness of Domestic Abuse training
- Learning Mentor training
- Emotional Literacy and Support Assistant training

There may be times where adults have not responded to a child in the way that was needed. But, as adults, we use every interaction with a child as an opportunity for learning. It is never too late to change the way you respond to a child. We must remember that...

“What we say to children in the most difficult moments is what matters.” “When the adults change, everything changes.”

Paul Dix

We understand that for adults to respond to children in the way outlined above, they must have good emotional and mental health. Therefore, staff well-being is a crucial factor in the success of the Ridgeway Primary Academy approach. How staff are supported is outlined in our Staff Wellbeing Policy.

Building relationships

At Ridgeway Primary Academy, everything we do is based on building positive attachments (mutually respectful relationship) with our children. Every morning, we greet every child on their classroom door with a personalised greeting. We are dynamic on the door. Greeting students at the door is another way to build a positive school culture. By starting the day on a bright note and with a warm greeting, pupils feel happier about coming to school and approach learning with a more optimistic mind-set. The act also helps build relationships between pupils and teachers, which is an important part of making connections for learning for the rest of the day. We do not believe that punishments are an effective method for achieving behavioural change. We do not have many automatic sanctions for various behaviours. We look at each event in context and are committed to seeing all behaviour as a form of communication. Therefore, we explain our practices to children, offer them reasons to work with us and encourage reflective dialogue, self-regulation and restorative approaches, (Appendix 3).

We treat children as individuals, ensure that the curriculum is appropriate for each child and that teaching styles are varied, and we use praise and rewards as our main tool. There is a lot of encouragement in this school, and because we are equally quick to tell a student when they are behaving inappropriately, we constantly reinforce the barriers that differentiate respectful behaviour from inappropriate behaviour. We are more focused on the causes of and the emotional recovery from an incident rather than the incident itself, and as a result most situations can be repaired without resorting to punishment.

We are strongly against the traditional notion of punishment and control. Staff will not give or threaten corporal punishment to a child.

Social, Emotional and/or Mental Health conditions

Whilst we believe this approach to behaviour is good for all children, it particularly benefits children with Social, Emotional and/or Mental Health (SEMH) conditions. Key factors when working with children with SEMH conditions are:

1. Take care of yourself
2. Have empathy - listen to and talk with these children.
3. Be patient with the child's progress and with yourself.
4. Model and teach appropriate social behaviours.
5. Be consistent, predictable, and repetitive.
6. Interact with these children based on emotional age, not chronological age.
7. Try to understand the behaviours resorting to punishment may reinforce the negative responses 8.

Nurture these children

For parents/carers and other adults, caring for SEMH children can be exhausting and demoralising at times. Adults cannot provide the consistent, predictable, enriching, and nurturing care these children need if they are depleted; it is important to get rest and support.

The key thing to remember is that many SEMH children struggle to interact and communicate effectively with other people. One of the best ways to teach them is to model this in your own behaviours, and then narrate for the child what you are doing and why. Become a play-by-play announcer: 'I am going to the sink to wash my hands before dinner because...' or 'I take the soap and put it on my hands like this....' Children see, hear, and imitate.

PART TWO - ROLES AND RESPONSIBILITIES

The governing body

The governing board is responsible for reviewing and approving the written statement of behaviour principles (part one of this policy). The governing board will also review this behaviour policy in conjunction with the Co-Head teachers and monitor the policy's effectiveness, holding the Co-Head teachers to account for its implementation.

The Co-Headteachers

The Co-head teachers are responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (part one of this policy). The Co-Head teachers will also approve this policy. The Co-Head teachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff: This is how we do it here.

Staff are responsible for:

- Implementing the behaviour policy consistently
- To fully embed the Behaviour Curriculum into school
- Modelling the expected 'adult behaviour' outlined in this policy
- Providing a personalised approach to the specific social, emotional and behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- liaise with families
- Attending CPD for behaviour management

The senior leadership team will support staff in responding to behaviour incidents.

School and parents/carers working together: This is how we do it here: parents need to teach their child these behaviours at home to help them become a successful learner in our school.

"Children bring their behaviour in to school with them: learned at home, rehearsed in the community and delivered to your classroom door." 'When the adults change everything changes'. Paul Dix (2017).

We would like parents to share in our behaviour expectations by repeating, reminding and discussing them at home:

READY: What does 'being ready' look like at home? (Ready for school, ready for bed, ready to leave, ready to eat...)

RESPECTFUL: What does 'showing respect' look like at home? (respect for their own property such as toys and electronics, respect for their own environment eg bedroom tidiness, respect to their siblings, telling the truth and of course respect towards their friends, parents and other adults...)

SAFE: How can children keep themselves and others safe at home? (Safe online, safe when playing out, safe in the kitchen, crossing the road...)

Home and school connected and bridged by three simple words, jointly managing children's behaviour. Three words, three acknowledged agreements, three definite expectations: relentlessly pursued. They are constant, consistent and predictable, at school and at home: making our children feel certain, encouraged and safe.

Behaviour management is a team sport; let's make our children champions through coaching, teaching and parenting.

Pupils

Pupils are expected to:

- Regulate their emotions effectively, and accept support with this where needed
- Know and demonstrate the school rules: **Ready, Respectful, Safe.**
- Know and demonstrate the 'Relentless Routines'
- Follow all road markings in school to ensure we move around safely.
- Be open and honest when they have not acted in accordance with the rules
- Engage in Restorative Practices

Managing Daily Behaviour in the classroom - Positive Recognition Boards

“The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does” Paul Dix

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include “One voice” for classes who constantly talk over each other, “Speak politely” to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours “Accurate peer feedback” “Persuasive language” or “Show working.”

When the adults see children demonstrating the behaviour well, the child's name will move on to the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson/session/day (depending on context) the aim is for everyone to have their name on the board.

PART THREE – BEHAVIOUR EXPECTATIONS AND REWARDS

“If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.” (Goleman)

At Ridgeway Primary Academy, a child's social and emotional development is considered a crucial element to any sustained academic progress. We consider the following elements when assessing this:

- Learning behaviour: how the child approaches learning, how they approach challenges in their learning, how they engage in lessons and to what standard they complete the learning tasks set.
- Social Behaviour: how children interact and respond to both the adults and children they work with.
- Emotional Behaviour: how the manages their own emotions and responds to the emotions of others.
- Personal Development: how the child is progressing toward their own personal targets. School Rules

At Ridgeway Primary Academy, we have the following three rules:



In addition to this, we recognise the following behaviours as going above and beyond:

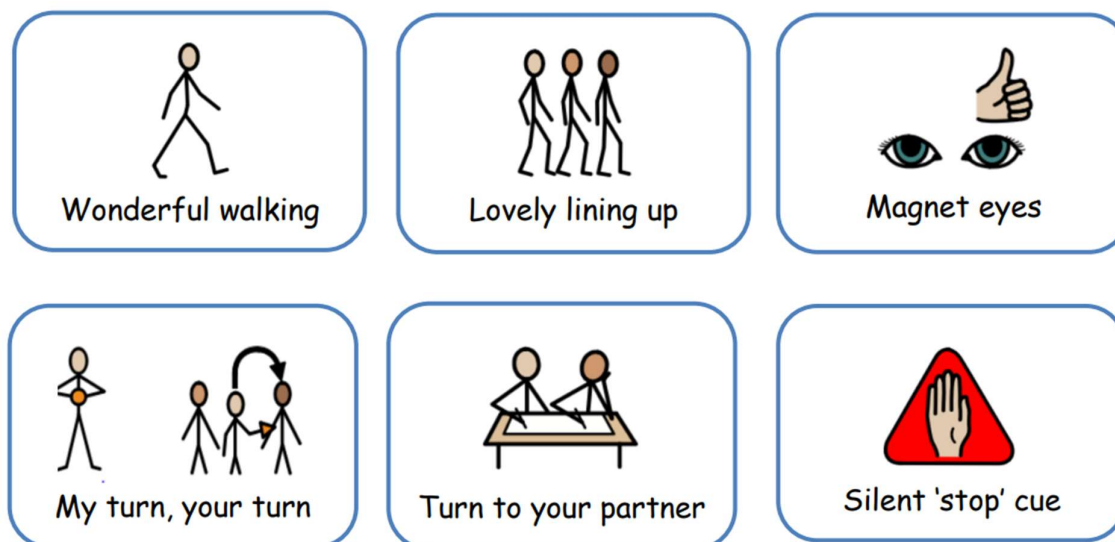
- Putting others first
- Rising to a challenge
- Sticking at something (persevering)

The three rules are the foundation for a functional and successful school.

Behaviour Expectations: This is how we do it here: pupils need these behaviours to be a successful learner in our school.

Relentless Routines

We also have our 'relentless routines', which, in addition to the three rules, create a safe, calm, consistent and supportive learning environment, where all children can succeed.



At Ridgeway Primary Academy, we have expectations about how adults should behave and respond to children for both positive and negative behaviour displayed.

The details regarding the whole school expectations can be viewed in our Behaviour Blueprint in appendix 1.

Positive reinforcement, responsibility and reward.

At Ridgeway Primary Academy we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- A behaviour curriculum which allows our children to learn how to behave correctly.
- sincere and timely verbal praise,
- Recognition Boards in every classroom.
- positive recognition through class and school achievement awards, for example, within shout-out assemblies
- shout out on Twitter
- stickers, certificates, (in moderation)
- positive notes home – Praise pads
- Dojo points – these can be redeemed each week in the Dojo shop.
- positive phone calls home
- positive messages home via Parentmail
- chat with parents at the end of the day

The range of rewards greatly encourage the communication between school and parents and sets the foundations of instilling high expectations of behaviour.

This has proven to intrinsically motivate children further in their learning and/or behaviour and strengthens the relationships with teacher and parents. This is a non-negotiable action.

There is no punitive element to the reward system. The rewards system is designed to reduce our personal bias, frustrations and judgements regarding behaviour.

We must have higher expectations – we must believe that we can support children with kindness and nurturing – otherwise we can make unfair judgements about vulnerable children. In every classroom we display our Kindness Charter (appendix 5).

High expectation does not mean we expect perfection. It means we expect the children to make mistakes but to develop the capacity to learn from these mistakes and improve over time.

As they are learning, it is expected that all children will make poor behavioural decisions. In most cases, these will be responded to using a restorative approach.

PART FOUR – CONSEQUENCES OF POOR BEHAVIOUR

Natural Consequences

At Ridgeway Primary Academy, we believe that 'natural consequences', as opposed to sanctions, are the best way of helping children to learn from the poor behavioural choices they make. Natural consequences are outcomes that happen as a result of behaviour that are not planned or controlled and happen without the need for, or with limited, adult involvement.

Here are some examples of natural consequences:

- If your child refuses to put on a coat, your child feels cold.
- If your child pushes in line, your child would be sent to the back.
- If your child won't eat, your child feels hungry.

This approach allows children to see the link between **cause and effect** and encourages them to develop independence of thought and internal motivation to change and adapt their own behaviour to meet the needs of themselves and others.

Sometimes it's best to let children experience the natural consequences of their own behaviour. This helps them learn that their actions have consequences. They **might learn to take responsibility** for what they do.

Although natural consequences can be a useful behaviour management tool, **they aren't always appropriate**. For example, dangerous or antisocial behaviour could lead to your child or someone else getting hurt. Likewise, regularly not doing schoolwork isn't good for your child's learning. In these situations, we can't just ignore your child's behaviour. We need to step in to guide your child, which might involve using appropriate consequences.

For some children, particularly young children or those with SEMH difficulties, they struggle to make the link between cause and effect without support from an adult. Where the link between cause and effect has not been made, or where the school rules have not been followed, adults should follow the behaviour blueprint and, for more serious behaviour, provide the child/ren with a consequence that is closely matched to the poor behaviour that has been displayed. The consequence will differ depending on the needs of the individual and the nature and severity of the behaviour displayed. It will also depend on whether harm has been caused to another, or if damage to property has been caused.

Examples of consequences

Example 1 – If a child has been unkind to another child, a restorative approach will be taken. Both children will be involved in a restorative conversation, in which it is agreed how the child will make amends with the children they have been unkind to. This might be in the form of a verbal or written apology, a gesture of kindness or any other method deemed appropriate. (Appendix 2).

Example 2 - If a child damages the property of another child, they will be asked to pay for replacing the item they have damaged.

Example 3 – If a child causes damage to school property, they will be asked to work with an adult to fix/tidy it. If this is not within reason, or possible, they may be asked to do school-based community service in order to give something back to the school community e.g. through litter picking, helping to tidy the classroom, helping at lunchtime or other appropriate methods.

Example 4 – If a child continues to play unsafely on the playground after having verbal reminders, they may be asked to have time-out with an adult to talk about and reflect on their behaviour and its implications. Ideally this will take place within the hub.

Example 5 – If a child refuses to complete their work despite being given the relevant support and adaptations to do so, they may miss their break time in order to complete it.

Example 6 – If work is completed to an unsatisfactory standard for the individual, they may be asked to repeat it until it meets an acceptable standard for their ability.

Example 7 – If a child is given a prized responsibility (classroom job or Year 6 job), and they fail to fulfil it, this may result in them losing that responsibility and it being given to somebody else.

Strategies and Strategy Forms

If children are regularly and/or repeatedly struggling to adhere to the school rules, this indicates the need for a greater level of intervention. In these cases, there are a variety of strategies that we use to try and support children to regulate their emotions and manage their behaviour.

Strategy forms may be used to help support a child who is having difficulty with school expectations. A strategy form will outline the type and manner of support that a child will need paying particular attention to the child's negative behavioural triggers and positive behavioural influences. The strategies used depend on the needs and response of the individual child. Strategies are usually in place for 2-3 week before that are reviewed and adapted based on successes or challenges experienced with the strategy. Strategy forms are developed in conjunction with parents, carers, and SLT and are subject to ongoing review based on the child's response to different strategies. Successful strategies are continued, and unsuccessful strategies are adapted or changed.

Serious Behavioural Concerns or Incidents

Peer on Peer Abuse including Sexual Harassment of Violence

Peer abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff at Ridgeway Primary Academy recognise that children are capable of abusing their peers and know that peer on peer abuse is likely to include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- 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).

This abuse can:

- Be motivated by perceived or actual differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse

- Educational under-achievement
- Involved in crime

All staff are trained in all our settings policy and procedures with regards to peer on peer abuse and anti-bullying, and know the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

We recognise that any child can be vulnerable to peer-on-peer abuse/bullying due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- peer on peer abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer on peer abuse is unacceptable and will be taken seriously;
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without , and
- some children may be more likely to experience peer on peer abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

Stopping violence and ensuring immediate physical safety is always the priority of any educational setting, but we acknowledge that emotional bullying can sometimes be more damaging and long-lasting than physical. In any case, where the behaviour is identified as abusive in nature, or as bullying, our school staff, alongside the Designated Safeguarding Lead and/or Deputy, will make their own judgements about each specific case and will use the Peer-on-Peer Policy (including Identifying and Responding to Sexually Harmful Behaviour), and the Anti-Bullying Policy as guidance to help respond effectively. These policies are available to view on the school website.

In extreme cases, the child may receive a Time out/isolation session or exclusion.

Time out/Isolation session

In some circumstances, the Co-head teacher or other members of the Senior Leadership Team may deem it reasonable to issue a child with an isolation session. This extremely rare and is usually used with children who are in upper key-stage two as a measure before exclusion is used.

Exclusion

“The basic premise that children must learn about emotions is that all feelings are okay to have; however, only some reactions are okay”. Daniel Goleman

There are three types of exclusion that may be used. These are:

- Internal exclusion – this is when the child remains in school but is excluded from the day-to-day aspects of school life.
- Suspensions– this is when children are sent home and excluded for a fixed period of time.
- Permanent exclusion – this is when a child is excluded and not allowed to return to the school.

At Ridgeway Primary Academy a suspension from the school community is used as a last resort and for the shortest time possible. It is not a punitive measure, but a planned intervention initiated by the Co-Head Teachers when it is felt that it is unsafe for a child to be in school, and when other strategies have failed. It is done in the interests of a child's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the child. An internal exclusion may be given, if it felt that it is in the best interest of the child.

Although exclusion is a tool that may be used it is normally kept to a maximum of 2-3 days (exclusion are most frequently set at 1 day) as we feel that 1-3 days represents enough time for a child to reflect on their behaviour and for the staff to reflect on and adapt practice. The length of the exclusion will relate to the age, specific needs of the child and will take into consideration previous behaviour. The school will work with parents / carers and the child to prevent exclusion and will only exclude under severe or extreme circumstances. Wherever possible exclusions are not used as an instant reaction for a serious incident.

Permanent Exclusion

Whilst this is the very last resort the school does reserve the right to permanently exclude a child for severe or frequently disruptive behaviour. In exceptional circumstances the Co-head teachers may also judge permanent exclusion to be an appropriate response for a 'first' or 'one off' offence.

These offences might include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual harassment or violence
- c) Carrying an offensive weapon

The school will follow Department of Education Guidelines when imposing an exclusion. Parents/ carers are advised of their right to appeal.

This means that when a child is excluded, parents /carers will be notified by phone and letter. The class teacher will provide work on the day the exclusion is imposed for the child to do at home.

Reintegration meetings

Following a fixed-term exclusion, parents/carers are invited to attend a reintegration meeting.

We arrange a re-admission meeting usually on the day of your child's return to school. If this is not possible the meeting will take place prior to your child's return. It is essential that the meeting takes place before the child returns to Ridgeway Primary Academy.

At the meeting we will talk to you about why your child was excluded and how we can work together to ensure their successful return to school.

Both the parent or carer and the child should attend this meeting, which is usually held at Ridgeway Primary Academy. Parents/carers are invited to bring a friend for support or someone who might help discuss the child's welfare e.g. someone from an advocacy group, an interpreter, or a signer. Parents/carers are asked to let the school know who they would like to attend.

Who else will be at the meeting?

The meeting will always be attended by one of the Co-Head teachers and either the Deputy Head Teacher or Behaviour Lead, one of whom will chair the meeting. In some instances, the child's teacher or teaching assistant will also attend in order to support the child and also to be part of the any strategy of target setting discussions.

We will also invite anyone else involved with the child's welfare to come along if they can (e.g. a social worker, educational psychologist).

Because it is very important to get the child back to school as soon as possible, we will go ahead with the meeting even if everyone can't be present.

During the meeting we will:

- Tell the parent/carer why we excluded their child (this will cover their day-to-day behaviour and particular incidents that led us to exclude them)
- Ask for parent/carer views and those of the child
- Discuss ways in which the child can change his/her behaviour
- Agree targets with parents/carers to help the child return to school successfully

We appreciate that some children struggle to communicate feelings of remorse or take responsibility for actions. This will be particularly difficult in a room full of adults.

The possibility of the child experiencing anxiety in this environment may make the process counter-productive. Our main aim is to ensure that the child can return to school and so both the venue and the process will be subject to change if the child and parent/carer struggle with the formal process.

If a child does not engage in the process and/or refuses to give their views or show remorse, this must be taken in the context of the child's particular emotional needs and will not usually prevent the process from being judged as complete. So, if a child storms out of the meeting or refuses to accept the strategies proposed, the school will still attempt to complete the process with those present.

Details of the child's exclusion that are kept on record

Copies of the following letters will be kept in the child's file:

- the exclusion letter
- the letter outlining the agreements made at the re-admission meeting about the child going back to school

What if the parent/carer can't attend the re-admission meeting?

If the parent/carer can't come to the meeting, they are asked to please phone the school as soon as possible so that we can arrange another time.

What if the parent/carer doesn't attend the re-admission meeting?

If the parent/carer doesn't attend the meeting, the child may not be allowed to return to school. If this happens, we will:

- Write to the parent/carer with a date and time for another meeting.

- Keep copies of this letter in the child's file

Risk assessment

Safety is always our prime consideration: neither children nor staff must be placed in situations that expose them to an unacceptable level of risk. We constantly monitor and assess children's behaviour and our responses to them, ensuring that they have appropriate levels of supervision and are always striving to find the most effective ways to reduce and manage potential risk.

If a child becomes angry and leaves the site alone, a member of staff will follow at a distance and at no more than a brisk walking space; running after them could jeopardise the child's safety. This enables us to supervise the child until they have calmed down and are able to return. If they refuse to return, the police will be called.

We simultaneously operate a policy of inclusion. To maximize our children's learning opportunities, we manage potential risk so that we can involve them in all educational opportunities. The process for children to take part in educational visits is one of continued risk assessment and involves careful planning.

If we become aware that a child is at risk because of issues outside the school, we follow Staffordshire County Council procedure.

Working with external professionals

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil.

A graduated approach to this is taken to supporting children with Social, Emotional and Mental Health needs and this is outlined in our SEND Policy which is available to view on the school website.

The needs of most children can be met through the use of this inclusive and trauma-informed policy. However, there may be times where the school require support from external professionals to meet the needs of pupils who are continuously presenting as dysregulated.

Prevent Statement & British Values

At Ridgeway Primary Academy we aim to prepare our students to become good citizens of the future. Through our curriculum we teach pupils British Values and how to celebrate diversity. We aim to raise their awareness of radicalisation and extremist views, whatever the source. We have adopted the principles and advice found in 'Keeping Children Safe in Education 2015' and the 2011 'Prevent Strategy'. These are incorporated into our school policy on tackling extremism.

PART FIVE – STATUORY POWERS AND RIGHTS OF SCHOOL STAFF

At Ridgeway Primary Academy, the social, emotional and wellbeing needs of most children are met by using the approaches outlined in this policy. However, it is important to be clear about the statutory powers and rights of school staff that can be exercised if it is deemed appropriate. They are outlined below.

Discipline in schools – teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Co-head teachers says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing board must be satisfied that the measures proposed by the Co-head teachers are lawful.

Teachers may discipline misbehaviour in accordance with this policy when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

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

Physical Intervention and the power to use reasonable force

The use of physical intervention is rare and is, wherever possible, avoided. There may be occasions where the use of physical restraint is necessary. Any intervention used will always be minimal and in proportion to the circumstances of the incident. Physical intervention will be undertaken by staff trained with Restraint techniques, except where there is immediate danger of harm, when all staff have the right to use reasonable force.

Types of incidents that may warrant physical intervention:

The incidents fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury to an adult or child
2. Where there is a developing risk of injury or significant damage to property

3. Where a child is behaving in a way that is could cause disorder

Examples of situations, which fall within one of the first two categories are:

- a child attacks a member of staff, or another pupil;
- pupils are fighting;
- a child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a child is causing, or at risk of causing, injury or damage by accident, rough play, or by misuse of dangerous materials or objects;
- a child absconds from a class or tries to leave school (NB: this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- a child is behaving in a way that is seriously threatening the Health and Safety of staff or children in the classroom

Searching children and confiscation of inappropriate items

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 pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- 2) Power to search without consent for "prohibited items". School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Prohibited items include, but are not limited to:

- Knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a member of staff suspects that a child is in possession of a prohibited object, the child may be searched.

- This search of a child should be conducted by one of the Co-Heads teacher, or a member of staff authorized by a Co-Head teacher.
- The search should be conducted by the same gender as the child, and with another adult (where possible of the same gender).
- Before any search is undertaken consent will be sought from children. If consent is refused, the child will be asked to say why he/she has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction.
- Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as “prohibited items”), the child may be searched without their consent. Advice should be sought from the Co-Head teacher if this is the case.
- Searching the child’s possessions includes searching a child’s goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police.
- It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual pupil’s parents/carers or guardians will be contacted.

We will always aim to inform parents/carers if we must search their child.

Pastoral care for school staff

We will not automatically suspend a member of staff who has been accused of misconduct and pending an investigation. The governing board will instruct the Co-head teachers to draw on the advice in the ‘Managing Allegations against Staff’ policy when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the MAT, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Keeping Children Safe and Safeguarding policy and our policy on managing allegations against school staff for more information on responding to allegations of abuse against staff or other pupils.

PART SIX– OTHER IMPORTANT INFORMATION

Safeguarding

We recognise that changes in pupil behaviour and pupils displaying mental health difficulties, may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour and/or mental health may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Keeping Children Safe and Safeguarding policy.

Pupil transition

At Ridgeway Primary Academy, we know that transitional times can be difficult for children, especially those with SEMH needs. We aim to make transitional times as smooth as possible by doing the following to support transition between year groups:

- Children are informed who their new class teacher/s and teaching assistant/s will be in the summer term.
- Transition days are held every year. The children spend time carrying out transitional activities in their new classroom, with their new teachers and peers.
- Where necessary, children will have extra transitional visits so that they may spend more time building a relationship with their new teacher/teaching assistant.
- Where necessary, parents and carers of pupils with SEMH needs will be invited to meet their child's new teacher before starting in their class. This is an opportunity to build a relationship with the new class teacher and discuss the child's needs, including discussions about what has worked well previously and how communication will work effectively.
- Parents and carers are asked to contact the SENCO if they have any concerns regarding transition process.
- Transition meetings will be held between the new and previous teacher to discuss the pupils needs, targets and strategies.

Transition from primary school to secondary school:

- Parents are encouraged to visit their local secondary schools and find out the support available for their child, before completing their applications. Where necessary, school can support with this.
- All children attending local schools are invited for two days transitional visits in the summer term.
- Where necessary, the SENCO will liaise with the secondary school and arrange extra visits.
- The SENCO and class teachers will meet with a representative from your child's new school, prior to September, to share relevant information with them.

Monitoring arrangements

This behaviour policy will be reviewed by the Co-head teachers, deputy head teacher and Behaviour Lead annually. At each review, the policy will be approved by the Co-head teacher and shared with the governing board.

The written statement of behaviour principles (found in part one of this policy) will be reviewed and approved by the full governing board annually.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policies
- Managing Allegations against Staff policy
- E-Safety Policy
- Child Protection Policy
- Use of Mobile Phones and Cameras policy
- Preventing extremism and Radicalisation Policy
- Screening and searching policy DfE document 'Use of reasonable force'
- RPI Policy
- SEND policy
- Peer on Peer
- Police and the child protection - Safeguarding.

Document History

25 th April 2008	Adopted at Governing Board meeting 18 th June 2008
June 2011	Updated and adopted at Full Governors Meeting 28 th June 2011
June 2012	Amended and adopted at Full Governors Meeting 26 th June 2012
October 2012	Further amendments adopted at Governors 8 th November 2012
January 2013	Amended adopted at Personnel Committee 24 th January 2013
April 2016	To be presented to Behaviour & Safety Committee Summer term 2016 for adoption (22 nd June 2016)
April 2019	
September 2019	Updated the Behaviour Flow Chart
September 2021	Updated with peer on peer abuse mentioned. Adaptation of GTBG and other strategies used to promote positive behaviour.
July 2022	Update of the policy due to removal of GTBG and use of Paul Dix – Be Ready, Be Safe and Be Respectful and Restorative Practice.
March 2024	Addition of The Kindness charter
September 2024	Reference made to The Behaviour Curriculum.

Appendix 1: Behaviour Blueprint

<u>Our Rules/Values</u>	<u>Above and Beyond Recognition</u>
➤ Ready ➤ Respectful ➤ Safe	➤ Putting others first ➤ Rising to a challenge ➤ Sticking at something (persevering)

<u>Adult Behaviour</u>	<u>Remember...</u>	<u>Relentless Routines</u>
➤ Calm ➤ Consistent ➤ Positive ➤ Empathetic ➤ Reflective	➤ 'Engage, don't enrage' ➤ Morning greeting at the door ➤ 'Connection before correction' ➤ 'The 3 R's: Regulate, Relate, Reason'	➤ 'Wonderful walking' ➤ 'Lovely lining up' ➤ 'Magnet eyes' ➤ 'My turn, your turn' ➤ 'Turn to your partner' ➤ Silent stop cue (hand)

Positive Reinforcement

Remember...first attention for best behaviour!

<u>Scripted Response</u>	<u>Response to Outstanding Behaviour</u>
Make sure you say the child's name to gain their attention before using any of the following dialogue... ➤ 'Well done! You were ready for learning because...' ➤ 'I'm pleased that you are showing respect by...' ➤ 'I am pleased to see you walking safely around the school.' ➤ 'You showed kindness by...' ➤ 'I'm proud of you. You didn't give up even though it was hard – you rose to the challenge.' ➤ 'I am so pleased that you stuck at it. Now you can...'	1. Verbal praise – private and public 2. Use of body language – a smile, nod, thumbs up etc. 3. Name on the recognition board 4. Stickers 5. Discussion/phone call home to parent/carers 6. Shout-out on Twitter 7. Parentmail home 8. Shout-out assembly

Responding to negative behaviours

<u>Scripted Interventions</u>	<u>30 Second Intervention</u>
1. I understand...(that you are angry/cross/upset) 2. I need you to...(come with me so we can sort this out properly) 3. Maybe you are right...(maybe I need to speak with them too) 4. That may be so but...(I need you to...) 5. I've often thought the same...(but we need to focus on...) 6. I hear what you're saying...(it's not easy, but I know you can do it brilliantly)	1. Whisper reminder of previous good behaviour 2. Walk away 3. Quiet chat later in private to restore.
<u>Stepped Sanctions</u>	<u>Emotion Coaching</u>
1. Scripted intervention 2. 30 second intervention 3. Additional 30 second intervention 4. Chance to 'cool off' quietly somewhere 5. Warm welcome back, "I knew you could do it!" "I'm here to help you," or other positive comment.	1. Recognise, empathise & sooth to calm ('I understand how you feel, you are not alone') 2. Validate the feelings and label them ('This is what is happening, this is what you are feeling') 3. Set limits on behaviour if needed ('I understand but we can't always get what we want')

6. Quiet chat later in private to restore.	4. Problem-solving with the child ('We can sort this out')
Restorative Follow-Up	
1. What happened? 2. What were you thinking at the time...and now? 3. How did this make people feel, including you? 4. Who has been affected and how? 5. What can we do now to put things right...and in the future?	

Appendix 2: Apology Letter Guide

Dear,

This might help you organise your ideas. **YOU** will need to be **thoughtful** and **reflective** to complete this letter **properly**.

I would like to say that....

I am writing to say that..

Please let me say that...

I am sorry.

When I....

I should not have...

I know that I...

Explain what you did that was

I understand that....

I know that...

I realise that...

Explain how you have made the person you are

I broke our...

I did not keep our...

I wasn't thinking of our...

Which rule did you not keep:

- Ready
- Respectful

In the future I will...

I am going to...

I will do my best to...

Yours sincerely,

Explain what you are going to stop anything like this happening in the

Restorative Approaches

A restorative solution is a **learning opportunity**.

A restorative solution is a chance to **build and improve relationships**.

A restorative solution is **not** a 'punishment' without context - it helps children **understand the impact of their actions** and **learn ways to avoid upsetting situations in the future**.

A good restorative solution includes:

Lots of listening - everyone involved in the situation having a chance to listen to each other.

An opportunity to think - to empathise and recognise that harm that has been done to another.

The chance to put things right - to take an action that goes some way to restoring and repairing relationships.

As well as a restorative discussion, you may choose to facilitate a restorative action or reflective exercise - if you think it would be helpful. Though sometimes the discussion alone is the solution.

Restorative Discussion:

This is the most important element and will feature in all solutions.

Have a discussion with all parties. Separately at first, but it is important that as the situation approaches being resolved antagonists are able to speak to each other about their outcomes.

Take an Action:

Is there a clear action that can be taken to help repair the situation?

Clean, tidy, replace, repair, letter of apology...

Reflective exercises:

Allow a child to **reflect** on their actions, feelings, situation.

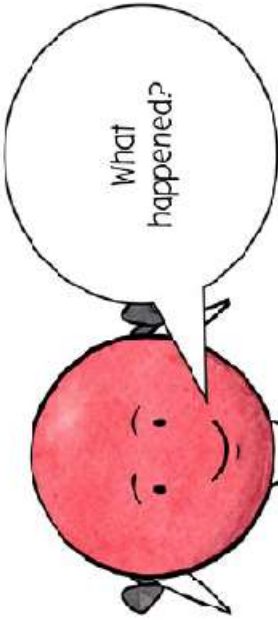
This could be:

- A letter of apology following the prompts.

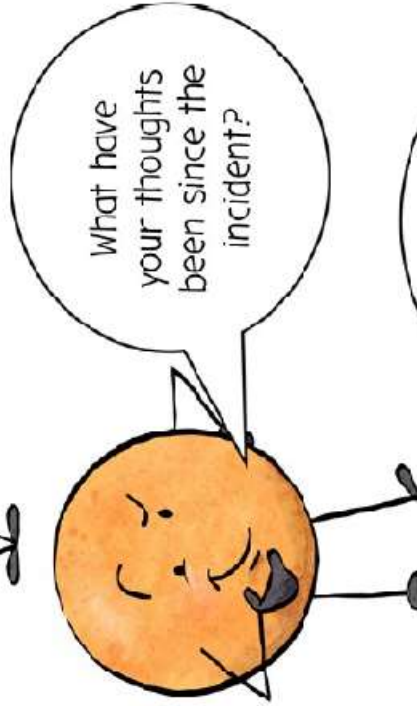
Questions for restorative discussions may include:

- What happened?
- How were you feeling then?
- How are you feeling now?
- Who has been affected by this? How?
- How do you think they feel now?
- What could we do help? To make it a better or

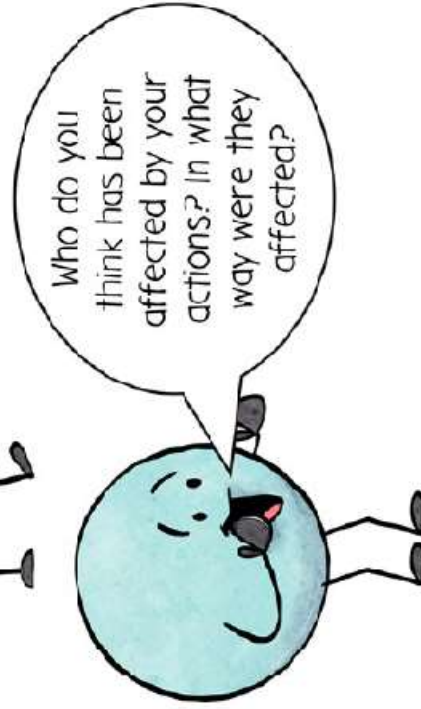
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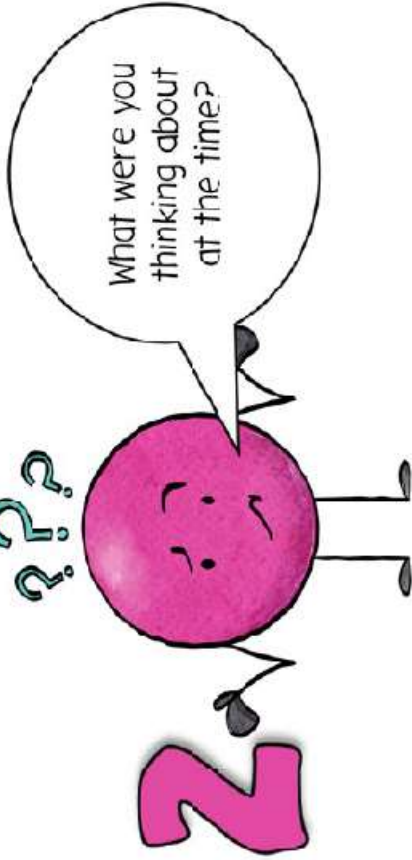
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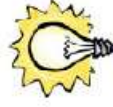
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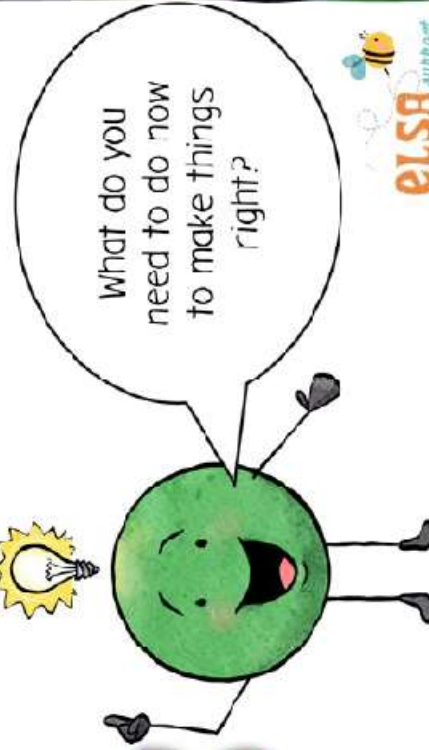
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Restorative Practice



5



Ridgeway Primary Academy's Kindness Charter



... the sky's OUR limit!

At Ridgeway:



We are kind and considerate.

We treat people how we would like to be treated.



We are respectful of other people's ideas and beliefs even if they are different to our own. We treat people with respect.



We look out for, challenge and report others who are being disrespectful or unkind—we are not bystanders. We help each other.



We do not bother or annoy people, name-call or use language that puts other people down (including to their face, behind their back, as a joke or online). We use kind words and actions.



We keep a respectful distance away from other people and use kind hands and feet.

We respect each other's personal space.

We promise that members of staff at Ridgeway will never ignore or dismiss your concerns or reporting of unkind behaviour.