



Behaviour Policy

2025/26





Values

At Ravensdale Junior School we have defined our values as:

Knowledgeable

Inclusive

Never giving up

Daring

Aim

The purpose of this policy is to create a safe, respectful environment for all pupils and staff so that everyone is ready to learn.

This behaviour policy is based on the following principles:

- All children can behave.
- Behaviour is everyone's responsibility.
- Children, parents and staff working together to improve behaviour is most effective.
- You need good learning behaviours before you can achieve good learning.
- Children should learn that behaviour has an effect on our relationships with others and we can repair these relationships if we need to.

Our School Mantras

- If you can predict it, you can prevent it.
- Praise in public, reprimand in private..
- Analyse not personalise.
- Calm when they get it wrong, happy when they get it right.

Good behaviour is essential for learning. We plan to ensure pupils are ready to learn through our planned whole school routines:

- Pupils arrive at school in the morning and will line up on the playground where an adult will meet and greet them and take them to their class.
- After play and lunch times, the children will line up quietly on the playground, the children will be collected by adults and will meet and greet them before they enter the classroom.
- When moving around the school pupils walk one behind the other in silence- the children should keep to the left.





Behaviour For Learning

Good behaviour is essential for learning. We plan to ensure pupils are ready to learn through our planned whole-school routines:

- Pupils arrive at school in the morning and will come to the classroom door where the adult will meet and greet them and invite them into the classroom
- After play and lunch times the children will line up quietly on the playground, the children will be collected by adults who will meet and greet them before the afternoon starts.
- When moving around the school pupils walk one behind the other in silence. Children should keep to the left

In addition teachers should plan their own routines such as:

- Seating plans that are available in class (mixed ability pairs promote collaboration and oracy).
- All classes should have a visual timetable available on the board or Showbie. Widgets should be used and the timetable should be horizontal.
- Routines for moving between activities
- Routines for giving out/collecting equipment
- How they will 'Meet and Greet' every time children enter a learning space.
- Monitors to carry out jobs.
- How resources are organised so pupils can easily access them.

Our Recognition

Ravensdale Star Certificates will be awarded to one pupils per class in assembly on Fridays.

Class Dojos are awarded for being kind, responsible and respectful.

Remember to speak to parents via Class Dojo, by telephone or face to face as regularly as possible about positive behaviour.





Roles and Responsibilities of Adults

The responsibility of all staff is to promote and role-model expected behaviour and to challenge behaviour that does not meet our school expectations. This applies at all times during the school day, including when in the corridors, outdoor learning areas, open spaces, halls and out on visits.

Strategies for re-directing unwanted behaviours

1. Give a non-verbal cue – hand gestures, a look, a nod of the head,
2. Use a tactical pause.
3. Pose questions/statements to remind children of the expected behaviours
 - How can I help you?
 - I need you to...
 - Thank you for...
 - Well done for.... even better if...
4. Use "thankyou" before the child has complied. This shows you expect they will comply.
5. Direct to the correct behaviour rather than describing the incorrect behaviour: 'line up quietly, thank you'
6. Use conditional directions: "Yes, you can get a drink when you have finished your sentence".
7. Use reminders: "Remember we are kind/responsible/respectful"
8. Allow take-up time: "James put your book in your tray thank you. I'll check in 2 minutes." Walk away to allow the child to comply. Follow up in 2 minutes,
9. Remove an audience: "Sarah, come here, thank you." Look away, showing you expect them to comply without being watched.
10. Ignore secondary behaviours, concentrate on the primary behaviour you are dealing with.

If a pupil is not following our **ready, respectful and responsible** and is not responding to initial attempts to redirect their behaviour the following steps should be taken:

- Acknowledge that you can see that they are struggling and that you would like to see if you can help.
- Give the pupil some time and space.
- Offer time with a trusted member of staff to talk to
- Offer to take them for a walk/ allow them to go for a walk
- Remind them to use the Reset Station and Zones of Regulation toolkit to help them.
- Ask them if they would like to complete a 'worry slip.'

Always remember that wherever possible we **praise in public, reprimand in private.**

In situations where children are not following our ready, respectful and responsible behaviour code we use consequences as follows (all done as privately as possible):





- Child receives a non verbal reminder
- Child receives a reminder
- Child receives a warning
- Child is sent to partner class. Another member of staff may be called for de-escalation and re-setting behaviour. This could be another TA, another teacher in the team or SLT. The child may need additional time away* from class (seclusion) if their behaviour is unsafe.

*The length of time the child is away from class for will be determined by the member of staff supporting them. Consideration will be given to the child's age, and SEND needs, the severity of the incident, the frequency of such incidents. The time away from class will be for the shortest time possible and generally will not last the whole day. The child will be expected to complete work the class are doing at the time.

Teachers may also want to spend a few moments at break or lunch time reflecting with a child. If the member of staff is on duty at break time, you may wish to send the child to the staff member timetabled to support pupils who are missing some break time.

Minuses are recorded on Arbor as a minus- we never record reminders or minuses on the board publicly.

Supporting Our Children

- All staff are trained to provide emotional support.
- A number of trained adults in school support our children's wellbeing. These include the Nest staff our Safeguarding & Attendance Officer
- Child Wellbeing ambassadors throughout school
- Creating a positive learning environment including Zones of Regulation toolkits in each class.





Our Repair

Restorative Approaches are used to support relationships. We believe that by using a restorative process and bringing those harmed by conflict, and those responsible for the harm, into communication, we can enable everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

At Ravensdale everyone involved in an incident is taken through the Restorative Approach supporting them to understand the harm that has been caused.

- Tell me what happened
- What were you thinking?
- What do you think now?
- How will you put it right?
- What will you do next time?

Individual Support Plans

The vast majority of children will follow our **ready, respectful and responsible** rules, however, there will be occasions where an individual support plan is required. This will be co-ordinated by the SENCO/class teacher and teaching assistants. The plan must be followed consistently by all members of staff. It should therefore be up to date and available for all staff to access.

More serious incidents

Some children may display behaviours that takes them immediately to Reflection. In these situations, the Head of School, Deputy Head or Exec Head should be made aware of the situation either verbally or through Arbor

Positive Break Time

Incidents at break time should be dealt with by the staff at the time, which may result in the pupil missing some break time whilst the incident is dealt with. during break times. It may be necessary for children to miss some of the next playtime(s). There will be a member of SLY timetabled to facilitate this.

Positive Lunchtimes

Incidents at lunchtime will be dealt with by the MSAs, TAs or the member of SLT on duty, if required. All of whom will be available for the full duration of each lunchtime.





Behaviour out of school

Pupils are encouraged to be **ready, respectful and responsible** outside of school. If incidents are reported to school that have occurred outside of school, the school will do their best to support the pupils to repair through a restorative approach. Staff members will liaise with SLT to ensure the correct provision is in place to keep the pupils safe in and out of school. Parents will be informed if school are made aware of anything involving their child outside of school.

Child on child abuse

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

Hate Incidents (previously Equality Incidents)

It is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
 - race
 - disability
 - religion or belief
 - sexual orientation
 - gender reassignment
 - pregnancy or maternity
- (Marriage and age are also protected characteristics)

Any incidents which fall into any of the above categories should be challenged at the time by the member of staff who is initially aware of the incident and recorded as a HATE INCIDENT on Arbor and SLT should be notified.





Sexual Violence and Sexual Harassment

Any incidents which may be classed as sexual violence or harassment should be recorded as a SEXUAL VIOLENCE/HARASSMENT incident on Arbor and reported on MyConcern. SLT and the DSL team will meet to discuss the incident, plan support and intervention for the victim and perpetrator and inform parents. A key part of decision making process will be what the victim would like to happen.

Bullying Incidents

Any incidents which may be classed as bullying, should be recorded as a BULLYING INCIDENT on Scholar Pack and SLT should be notified. See the Bullying incident flowchart for how to respond to incidents. See also Anti-Bullying Policy

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Exclusions

Exclusions (suspensions and permanent exclusions) are used as a last resort and the decision to exclude lies with the Head of School and the Executive Headteacher. However, there may be occasions when an exclusion is used as a sanction. A "seclusion" (exclusion at an alternative Trust School) will be considered before a suspension. A suspension may be given as a sanction when:

1. A pupil swears directly at a member of staff in front of other pupils.
2. Pupils are fighting and both are committing acts of violence
3. A pupil is continually non compliant.
4. When the health and safety of the child, other pupils or staff is compromised.

Before the child can return to school after a Fixed Term Exclusion, the parents/carers must attend a re-integration meeting with a member of the SLT (usually the Head of School).





Permanent exclusions are avoided through identifying appropriate support for the child from outside agencies. However, a permanent exclusion may be necessary if:

- The total number of days of previous Fixed Term Exclusions culminate in the maximum of 45 days within an academic year.
- It is the result of a serious isolated incident for which there was little or no prior warning, these would include:
 - Extreme violence
 - Sexual assault
 - Bringing weapons into school
- (See also the Transform Trust Exclusions Policy)

Mobile Phones/Smart Watches

Older pupils may bring mobile phones or smart watches to school (usually in Years 5 and 6 as they may walk to and from school without an adult). These must be switched off when the child arrives on the school site and put in the office mobile phone box at the start of the day. Phones can be collected at the end of the school day. Phones should not be used until pupils have left the school site.

Searching pupils

School staff can search a pupil for any item if the pupil agree or not. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search, They can also seize any item, they consider harmful or detrimental to school discipline.

Further information on how to conduct screening or searching activities can be found in the DfE Guidance:

Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies. (January 2018).





Malicious Allegations Against Staff

If a pupil makes an allegation against a member of staff, this will be thoroughly investigated and, where appropriate, referred to the LADO.

If the allegation is found to be malicious, support for the pupil will be put in place and, if appropriate, a sanction may be given.

Support for the member of staff will be given.

Parent and Carer Behaviour

First and foremost, school is a safe place where children come to learn. With this in mind, parents and carers are expected to behave in a way that support these aims.

Parents and carers are welcome in school and are encouraged to discuss any concerns they may have with staff.

- Specifically, we expect that parents and carers:
 - Speak to staff in a calm, non-aggressive manner, without raising their voice or swearing.
 - If possible, speak to staff in a private environment, away from other parents or pupils.
 - Never approach another child's parents or confront them about their behaviour.
 - Never threaten other parents, staff or children.
- (see Transform Parent Code of Conduct)

If a parent or carer or any other adult does behave in a way that is deemed to be in breach of the code of conduct, the school will take further action as outlined in the parent code of conduct, and if the behaviour persists, may result in a ban from school premises or a fine, Any member of staff deeming an adult's behaviour to be inappropriate should inform a member of SLT immediately who will assist with the situation.

Legal Duties

The school has a legal duty under the Equality Act (2010) and those in respect of safeguarding and supporting all children, particularly those with SEND.

This policy should be supplemented with guidance from the SEND Code of Practice (2015) and other documents which promote the safeguarding of children, such as Keeping Children Safe in Education (2024)

This policy is reviewed at least annually and shared with all staff at the beginning of the academic year along with training and strategies to support the successful implementation of this policy. All new staff receive behaviour induction.

