

Behaviour Policy



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Introduction

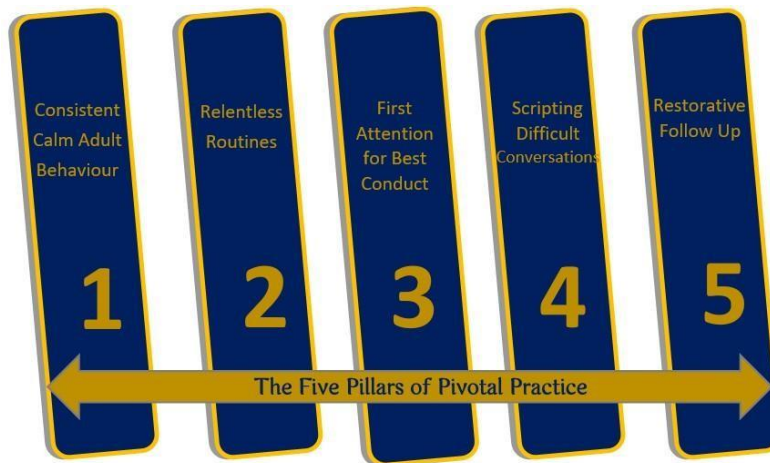
Ridgeway Farm CE Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At Ridgeway Farm, we do not discriminate against age, disability, gender reassignment, race, religion or belief, sex and sexual orientation (Public Sector Equality Duty, 2011). This policy promotes the safety and wellbeing of the learners (Please see our safeguarding policy for more details).

Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



1. Calm, Consistent and Kind Adult Behaviour

At Ridgeway Farm CE Academy, we believe that Calm, Consistent and Kind adult behaviour is the foundation for good behaviour management.

Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else's behaviour. Calm, consistent adult behaviour means that there are no gaps between the adults, there is an agreed plan we stick to. (Pivotal, 2017)

At Ridgeway Farm CE Academy, we are a staff team and work together, we have a tight, firm foundation. We do not shout, we do not aggress, we do not show negative emotion when intervening with behaviour

We do this by using scripts and relentless routines to deal with challenging behaviour

30 Second Script

- **I have noticed that you are...**(having trouble getting started, wandering around etc.) right now.
- **At Ridgeway Farm, we...**(3 rules)
- **Because of that you need to...**(refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **Let's talk about this at the end of...**
- **Do you remember yesterday/last week when you...**(refer to previous positive behaviour)?
- **That is who I need to see today...**
- **Thank you for listening...**

A firm foundation means that we use the same rules and language in every classroom. Rules



At our school we recognise the importance of providing clear rules underpinned by our values and vision. Our vision is for all children to believe in themselves and develop a love of lifelong learning as we grow together as part of God's family. We will believe: Jeremiah 29:11 - "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." We will learn: Proverbs 22:6 - Train up a child in the way he should go: and when he is old, he will not depart from it. We will grow: Colossians 2:7 Let your roots grow down into him, and let your lives be built on him. Then your faith will grow strong in the truth you were taught, and you will overflow with thankfulness.

Routines are the cogs at the centre of all classroom practise. At Ridgeway Farm CE Academy, we recognise that where Calm, Consistent and Kind Routines are established, children feel secure to take risks in their learning. Successful routines have a **maximum of 3 simple steps**.

Expectations of ALL Adults

We expect every adult to:

1. **Meet and greet** at the door
2. **Refer** to the school rules
3. **Model** positive behaviours and build relationships.
4. **Plan lessons** that engage, challenge and meet the needs of all learners.
5. **Use** a visible recognition mechanism throughout every lesson (e.g., Recognition boards)
6. **Be calm** when going through the steps. Prevent before consequences.
7. **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with learners.

Please see Appendix A for our school's behaviour blueprint.

2. First Attention to Best Conduct

At Ridgeway Farm CE Academy, we catch children doing the right thing first, before we deal with poor behaviour. We focus on the 95% children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising those who are doing the right thing first (Pivotal, 2017).

We do this by positive recognition:

Value Merits, Recognition Boards, Whole Class Golden Seeds and other in class positive recognition systems.

3. Restorative and Inclusive Approaches

At, Ridgeway Farm CE Academy we know the value of showing a child their behaviour and teaching them new behaviours. We know that punitive punishment has its limitations and doesn't teach new behaviours. Individual staff dealing with their own student's behaviour has enormous value. This is both in terms of the child's immediate behaviour and the long term relationship between the adult and the child.

We have put the following in place to support the children

- Restorative Process (Appendix B) and Calming Strategies (Appendix E)
- A trauma informed practitioner with all staff having received some level of trauma informed practice.
- Plenty of calm spaces around the school
- Dedicated sensory room
- ELSA Teaching Assistant

Children with Social, Emotional, and Mental Health Needs (SEMH)

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding therefore not solely linked to SEMH.

Ridgeway Farm CE Academy provides the following in-school support for children with SEMH:

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Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from Behaviour Support, Educational Psychologist, and CAMHS.

Child-on-Child Abuse and Bullying

At Ridgeway Farm CE Academy, we are clear that child-on-child abuse is never acceptable, will not be tolerated, and is not an inevitable part of growing up.

Definition

Child-on-child abuse is behaviour by an individual or group intended to physically, sexually, or emotionally harm others. It includes (but is not limited to):

- Bullying (including online bullying)
- Physical abuse
- Sexual abuse and sexual harassment
- Initiation/hazing-type violence and rituals
- Discriminatory behaviour (sexist, racist, homophobic, transphobic, disablist, or intolerance towards religion)

Bullying

Bullying is the repetitive, intentional hurting of one person or group by another where there is an imbalance of power. It can occur face-to-face or online (Anti-Bullying Alliance, 2021).

Prevention

- A whole-school PSHE programme ensures regular teaching on relationships, respect, and kindness.
- Online safety lessons address online bullying.
- Awareness is promoted through national initiatives such as Anti-Bullying Week and Internet Safety Week, with follow-up lessons to embed key messages.

Response

- All incidents of child-on-child abuse, including bullying, are recorded on CPOMS, investigated thoroughly, and reported to the Academy Council three times a year.
- Both victims and perpetrators are offered bespoke social, emotional, and mental health support.
- Child-on-child sexual abuse and harassment are taken extremely seriously. We follow the school's safeguarding procedures (see Safeguarding Policy), seek advice from Wiltshire MASH, the NSPCC, and use tools such as the Brook Traffic Light Tool to inform decision-making.
- We also recognise that perpetrators may themselves be at risk and in need of support.

Commitment

Any form of abuse or harmful behaviour is addressed immediately and consistently, with full consideration of the impact on the child's wellbeing, safety, and emotional health.

Exclusions

Fixed Term Exclusions (External)

We believe that, in general, fixed term exclusions are not an effective means to help a child move their behaviour on. However, if the child has been very unsafe and the other children are at risk of harm. An external exclusion could be used to reset the class and the child. A plan for reintegration should be put in place. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has received a fixed-term exclusion, it is expected that they will be welcomed and treated without any animosity when they return. All fixed term exclusions are recorded on SIMS and reported to the Academy Council three times a year.

Permanent Exclusion

Blue Kite Academy Trust and the Local Authority Inclusion team should be informed when a child is at risk of permanent exclusion. In general, Blue Kite Academy Trust does not believe that permanent exclusions are effective in improving a child's behaviour. However, we acknowledge that it can occur in certain circumstances. For example, when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Before permanent exclusions, a variety of different strategies should be explored:

- A pastoral support plan should have been put in place for a period of 6 months or more, this is to allow time for interventions to work
- Gain expert advice
- An assessment special educational needs and disabilities should take place.
- Alternative provision should be considered and used
- A negotiated transfer to another school

Appendix A – Ridgeway Farm CE Academy (Behaviour Blueprint)

The Ridgeway Farm Way

This is how we do it here...

At Ridgeway Farm CE Academy high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Visible Adult Consistencies

1. Meet and Greet
2. First attention to best conduct
3. Calm and caring

Rules

Ready
Loving
Safe

Over and Above

Praise
Recognition Board
Golden Lanyards
Phone call home

Relentless Routines

1. Wonderful Walking
2. Hand Signal for Stop

Restorative Conversations

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- What has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Micro-script (See separate sheet)

30 second scripted intervention

- **I have noticed that you are...**(having trouble getting started, wandering around etc.) right now.
- **At Ridgeway Farm, we...**(3 rules)
- **Because of that you need to...**(refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **Let's talk about this at the end of...**
- **Do you remember yesterday/last week when you...**(refer to previous positive behaviour)?
- **That is who I need to see today...**
- **Thank you for listening...**

Stepped Sanctions

1. **Reminder** (3 rules) privately if possible
2. **Redirection** (outlining behaviour and sequence)
3. **Last Chance** (30 second intervention)
4. **Cool Off** (time in another classroom/nurture room/thinking spot)
5. **Repair** (Restorative conversations)

Appendix B



Behaviour Toolkit



Directions are given in a **calm, firm, quiet voice**

Give instructions and **walk away** to show expectation of compliance - *'I need you to move to the chair over there. Thank you'*

Expect children time to comply with the first instruction and give them time to do so

Use **'Yes and,' 'and'** to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - *'Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.'*

Give **short and simple** directions - *"Emma, (two second pause) you can choose to arrive for the next lesson on time or you can choose to do a lunchtime detention, thanks!"*

Use the **language of choice** - *"Andy, you have two choices. Either you choose to come outside with me now to discuss your behaviour or you choose for me to get a senior teacher to remove you from the room. What's your choice?"*

Use **double what questions** - *'Joe - What are you doing' 'What should you be doing?'*

Name ... direction Thanks - *'Kyle...baseball cap off...thanks'*

End instructions with **'thank you'** or **'thanks'** not please - *"Sarah, (two second pause) if you have an answer to a question then put up your hand, thanks!"*

Stay **focussed on the primary (not secondary) behaviours** - *'Sarah lets out a 'huff' but Mr. Gohil ignores this secondary behaviour.'*

Give **non-confrontational advice** - *"Sam (two second pause), it's important to sit with all four chair legs on the floor in case you fall backwards - thanks!"*

Use **positive do's** rather than don'ts *"Alex, I'd like you to choose to sit back in your seat. Thank you." Rather than Alex don't get out our your seat*

Use **When and Then** - *"Trevor, when you've put up your hand then I will answer your question."*

Use **I (not you) four part statements** - *"Sammy-Jo, when you are shouting at me (the behaviour not the person) it stops me from trying to help Simon (cause and effect) and I feel frustrated and annoyed (your feelings). I'd like you to choose to sit quietly and wait (desired behaviour) until I have helped Simon. I'll come and help you next."*

Ask **"Are you Ok?"** To intervene early in non-confrontational manner.

Appendix D **When it Really Kicks Off!**

Please listen to the following podcast:

<https://pivotaleducation.com/when-it-really-kicks-off/>

What do you do when a learner really explodes?

Paul Dix (2014) explains what to do and what not to do!

Discuss choices

Clearly and calmly explain the behaviours which you observed, how they relate to the classroom plan and that the student has made a 'poor choices' so far. Tell the student that you want them to make better choices. You are then focusing on the behaviours and the student is less likely to feel personally attacked.

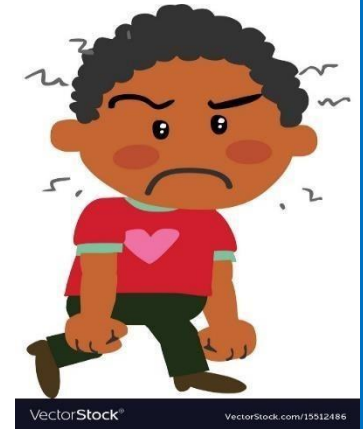
Don't chase secondary behaviours

Focus on the behaviour you are correcting and do not discuss anything else. If the student tries to divert you tell them that you understand what they are saying but they still have a consequence/need to make better choices in their behaviour.

Plan your interaction

Make sure that you take a moment to structure what you are going to say and keep to that 'script'. Think carefully about your verbal and non-verbal communication. Enjoy the skill of being able to stay in control of the confrontation.

Don't bring up past misdemeanours



Focus on the single, identifiable behaviour which you have seen. All students start each class with a clean sheet.

Remember that you are the adult

Losing your temper will leave you exposed. Try and see the interaction for what it is – an adult helping a child to learn about behaviour and make better choices.

Get on their level physically

If they are seated, try kneeling or bending over, rather than standing over them.

Avoid negative comments on cultural styles

Students should be allowed to dress themselves and their hair within the agreed limits of the school's dress code and to move as they please if this does not encroach on the space of others.

Respect students' personal space

Students may feel threatened and become agitated if their personal space is constantly violated. This does not mean, however, that teachers should ignore bad behaviour.

Use friendly gestures, not aggressive ones

Avoid pointing the finger. Open hands with upturned palms are less threatening.

Use student's preferred name

Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

Ask questions rather than make accusations

Assume that the student is a responsible person. "Are you ready to begin?" is less confrontational than: "Put your magazine away. It's time to start class", especially spoken in a concerned and kind tone.

Deal with the behaviour problem in private Reprimanding or 'shaming' students in front of their peers causes unnecessary embarrassment. Speaking to them privately respects their dignity and self-esteem.

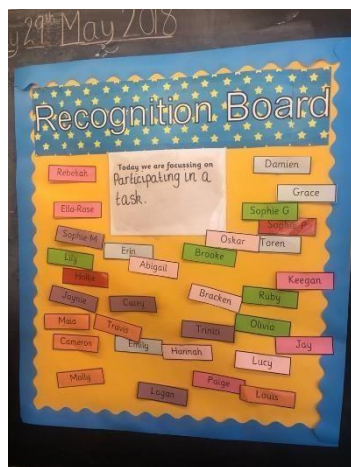
Listen carefully when students speak

Remain open-minded and objective. Consider the messages of students carefully. Avoid interrupting them or offering unsolicited advice or criticism.

Appendix E

Recognition boards

(From 'When the Adults Change, the Children Change' by Paul Dix) A recognition board is the simplest way to shift the culture of your classroom



It doesn't mean it prevents you from dealing robustly with poor behaviour; it just means that you that you are dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour does not help, but routinely advertising the behaviour you **do** want does.

Simply write at the top of the board the behaviour on which you want to try and focus on. Try "One voice" for classes constantly talking over each other. Or "speak politely" to emphasise manners or "hands and feet to yourself" for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. It could be "accurate peer feedback" or "persuasive language" or "show working."

When you see the children demonstrating the behaviour well, write their name on the board. The recognition board it 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.** Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/day depending on the context, the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours. One doesn't cancel out the other. It is perfectly natural to behaviour badly and have to deal with the consequences, and the next minute to do something brilliant and receive the positive consequences. If I drive my car too fast and get caught for speeding, I get a fine and points on my licence. I have done something wrong and I am punished for it. Half a mile down the road I stop to let a group of children and their teacher cross the road. The teacher smiles at me and I have received a positive consequence. Does the policeman run down the road after me having seen my good behaviour offering to tear the ticket up? No of course not. **We live with the fact that there are two separate incidents that have distinct outcomes.** Yet in many classrooms (and in many homes) the wires are have become crossed and

behaviour becomes too complicated to manage well. Behaviour ends up being a game and not a responsibility. Untangle the behaviour in your classroom by keeping the positive and negative consequences separate.

Appendix F

Praise Postcards sent home



Appendix G

Whole School calming strategies:

- Breathing ○ Beanbag ○ Exercise ○
Squeezing and stress ball or playdough ○
Pushing against a wall ○ Walking ○
Blowing out a candle or sniffing a flower
- Counting ○ Thinking happy thoughts ○
Listening to music ○ Drinking water or
washing hands in cold water
- Pushing against a wall ○ Reading a book ○
Playing with something ○ Talking to a
friend ○ Talking to an adult ○ Writing down
your feelings
- Getting busy ○ Drawing a picture ○
Kicking a ball ○ Hugging someone ○
Riding your bike ○ Ripping paper ○ Telling
yourself to Stop and think ○ Thinking of
what to do to feel better.

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
September 2021	All	New policy	Following new KCSIE 2021 and new Pivotal approach adopted across the Trust in consultation with DBAT Behaviour Network
September 2022	Pages 2 and 6	Language change	Following new KCSIE 2022 – change in language from peer on peer to child on child
July 2023		No changes	Annual review
June 2024		No changes	Annual review
Feb 2025	All	Updated to reflect change in Trust from DBAT to BKAT	Change of Trust

September 2025	6	Updated Child on Child Abuse section	Following KCSIE 2025 updated to ensure it reflected school safeguarding policy
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Policy Owner	Education Directorate
Date Adopted	September 2022
Latest Reviewed Date	September 2025
Next Review Date	September 2026