Ridgeway Farm CE Academy
Behaviour Policy

2026–2027

Our vision

We believe in ourselves, develop a love of lifelong learning and grow together as part of God's family.
Believe • Learn • Grow

Policy owner	Headteacher
Responsible body	Blue Kite Academy Trust / Local Governing Body
Approval date	30.09.26
Effective from	September 2026
Review date	September 2027, or sooner following statutory change
Related school rules	Ready • Loving • Safe

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1. Policy status, scope and legal framework

Ridgeway Farm CE Academy is committed to creating a calm, safe, loving and inclusive environment in which excellent behaviour enables every child to learn and flourish. This policy applies to all pupils, staff and adults working on behalf of the school. It applies on school premises, while pupils are under the lawful charge of the school, on educational visits, and to behaviour beyond the school gates where the school has lawful grounds to respond.

The policy fulfils the academy proprietor's duty to ensure that a written policy promoting good behaviour is drawn up and implemented effectively, that disciplinary sanctions are set out, and that an effective anti-bullying strategy is in place. It should be read alongside the Child Protection and Safeguarding Policy, SEND Policy, Attendance Policy, Online Safety/Acceptable Use arrangements, Supporting Pupils with Medical Conditions Policy, Complaints Policy and the Trust's suspension and permanent exclusion procedures.

This policy has been prepared with regard to the legislation and Department for Education guidance listed at the end. Where statutory guidance uses "must", the relevant legal requirement applies. Where it uses "should", the school will follow the guidance unless there is a clear and recorded reason not to do so.

2. Our Christian foundation and Pivotal approach

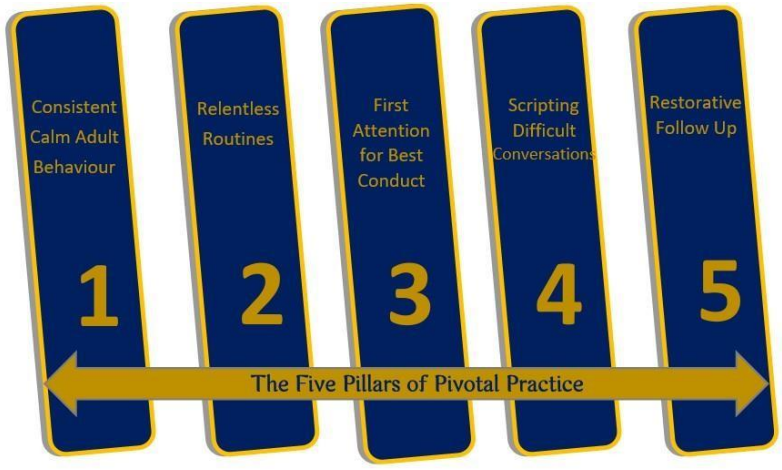
Our vision is for all children to believe in themselves, develop a love of lifelong learning and grow together as part of God's family. Every child is made in the image of God and is therefore of equal and immeasurable worth. We seek to combine high expectations with dignity, forgiveness, justice, restoration and hope.

Believe	Learn	Grow
Inspired by Jeremiah 29:11, we help children recognise their uniqueness, worth and God-given potential.	Guided by Proverbs 22:6, we teach the habits, knowledge and self-discipline children need to learn well.	Rooted in Colossians 2:7, we support children to grow in faith, character, responsibility and resilience.

Our established Pivotal approach is relational, calm and consistent. It does not mean that harmful or disruptive behaviour is overlooked. It means that adults respond without humiliation or aggression, teach better choices, apply fair and proportionate consequences, safeguard everyone and repair relationships wherever possible.

The five pillars of our Pivotal practice are:

- Calm, consistent and kind adult behaviour.
- Relentless routines.
- First attention to best conduct.
- Scripting difficult interventions.
- Restorative follow-up.



3. Aims

- Create a calm, safe and supportive environment in which all pupils can learn and staff can teach.
- Teach pupils explicitly what Ready, Loving and Safe behaviour looks like in different parts of school life.
- Promote self-discipline, responsibility, respect for authority and care for others.
- Prevent bullying, discrimination, harassment, intimidation, sexual harassment and all forms of child-on-child abuse.
- Respond to behaviour promptly, predictably, fairly and proportionately.
- Identify underlying needs early and provide appropriate support while maintaining high expectations.
- Make reasonable adjustments for disabled pupils and use the graduated approach for pupils with SEND.
- Prioritise prevention and de-escalation and minimise the need for restrictive intervention.
- Use exclusion lawfully and only when appropriate, balancing the needs of the individual pupil with the safety, welfare and education of the whole school community.

4. Roles and responsibilities

4.1 Blue Kite Academy Trust and the Local Governing Body

- Ensure that this policy is lawful, implemented effectively and aligned with the Trust's statement of behaviour principles and safeguarding arrangements.

- Support and challenge the Headteacher and ensure that staff receive appropriate induction, training and support.
- Monitor behaviour, bullying, suspension, exclusion, searching, removal and restrictive-intervention data, including patterns affecting pupils with SEND, other vulnerabilities or protected characteristics.
- Ensure statutory recording and reporting procedures for force, restraint and seclusion are in place and followed.

4.2 Headteacher and senior leaders

- Establish and sustain the Ridgeway Farm behaviour culture and ensure the policy is applied consistently and fairly.
- Ensure expectations, sanctions, reasonable adjustments and support are understood by staff, pupils and parents.
- Maintain strategic oversight of removal, searching, restrictive intervention, suspensions, exclusions and pupil movement.
- Arrange appropriate training and support for staff and respond to patterns identified through monitoring.
- Make suspension and permanent exclusion decisions. This function may be exercised by the acting Headteacher when formally appointed to that role.

4.3 Staff

- Model calm, consistent and kind behaviour and positive relationships.
- Meet and greet pupils, teach routines, refer to Ready, Loving and Safe, and give first attention to best conduct.
- Apply the stepped response and agreed scripts, adapting their approach where reasonable and necessary.
- Deal with behaviour privately wherever possible, avoid shaming and restore relationships following incidents.
- Record behaviour and safeguarding concerns accurately and report concerns promptly to the appropriate leader or DSL.

4.4 Pupils

- Learn and follow the school rules and routines, allowing others to feel safe and learn.
- Treat others with dignity and respect, including online, and report bullying, discrimination, abuse or unsafe behaviour.
- Engage honestly in reflection and restorative work and make a positive contribution to the school community.

4.5 Parents and carers

- Become familiar with the policy, reinforce its expectations and work in partnership with the school.
- Share information that may affect their child's wellbeing or behaviour and participate in support planning where appropriate.
- Raise concerns directly and respectfully through the school's usual communication and complaints arrangements while continuing to support the policy.

5. Teaching positive behaviour: The Ridgeway Farm Way

Behaviour is taught, practised and revisited as a curriculum. Pupils are explicitly taught what the school rules mean in classrooms, worship, corridors, the hall, toilets, playgrounds, clubs, visits and online spaces. Adults use consistent language and make reasonable adjustments so that all pupils can participate.

Ready	Loving	Safe
Arrive prepared; listen and respond; begin promptly; move calmly between activities; complete learning to the best of our ability.	Use kind words and actions; respect difference; include others; look after our school and community; forgive, repair and try again.	Keep hands, feet and objects safe; follow adult instructions; use technology responsibly; tell a trusted adult when something is wrong.

Routines are simple, explicitly taught and practised. They include meeting and greeting, transitions, wonderful walking, the hand signal for stop, lining up, entering learning spaces, listening, asking for help and ending lessons. New pupils and staff receive induction. All pupils receive re-induction after longer breaks and whenever monitoring shows that a routine needs reteaching.

6. Recognition and encouragement

First attention is given to pupils demonstrating the conduct we want to see. Recognition is sincere, specific, equitable and linked to the school rules, Christian values, effort, learning habits, service and positive change.

- Positive verbal recognition and non-verbal acknowledgement.
- Value merits and recognition boards focused on a shared learning or social behaviour.
- Golden Seeds and whole-class recognition.
- Praise postcards, certificates, telephone calls or messages home.
- Positions of responsibility and opportunities to serve the school community.

Recognition does not erase a consequence for a separate incident, and a consequence does not prevent a pupil being recognised for later positive behaviour. Public comparison, humiliation and rewards that are inaccessible because of disability or additional need are avoided.

7. Responding to behaviour

7.1 Core principles

When behaviour falls below expectations, staff first secure safety and restore calm. Responses are predictable, prompt, fair and proportionate. They seek to deter repetition, protect the school community and help the pupil improve. Staff consider the pupil's age, developmental level, SEND, disability, mental health, medical needs, religious requirements, safeguarding circumstances and any known contributing factors.

The normal stepped response is:

1. Reminder – a quiet reminder of Ready, Loving or Safe and the behaviour expected.
2. Redirection – a clear instruction, choice or adjustment that supports success.
3. Last chance – the agreed script, delivered privately wherever possible.
4. Cool off or temporary change of space – supervised time to regulate or continue learning safely.
5. Repair – a restorative conversation, appropriate consequence and support to prevent recurrence.

Staff may move directly to a later stage where behaviour is serious, unsafe, abusive or significantly disruptive. A relational approach never requires staff or pupils to tolerate harm.

7.2 Sanctions and consequences

A sanction will be used only where the decision is made by an authorised member of staff, on school premises or while the pupil is under lawful staff charge, is lawful under equality, SEND and human-rights duties, and is reasonable and proportionate in all the circumstances.

- A private reprimand, reminder or formal warning.
- Repeating a routine, redoing work or completing learning at an appropriate time.
- A temporary change of seat, group or supervised learning space.
- Loss of a privilege or a short, supervised loss of part of social time. Pupils will retain reasonable time to eat, drink, use the toilet and regulate.
- Restorative or reparative action, such as putting right damage or contributing positively to the community. An apology will be encouraged where appropriate but will not be forced or used to replace safeguarding action.
- Contact with parents and a behaviour reflection, report, pastoral support plan or individual behaviour plan.
- Removal from the classroom in accordance with section 13.
- Suspension or permanent exclusion in accordance with section 15.

Corporal punishment is unlawful and is never used. The school does not use humiliation, deprivation of food or drink, blanket punishments unrelated to individual behaviour, or force as punishment. After-school detention is not part of the school's usual primary-phase approach. If exceptionally considered, it must be authorised by the Headteacher and arrangements must be safe, lawful and communicated appropriately.

7.3 Supporting improvement and preventing recurrence

Following a significant incident or repeated difficulty, staff will consider what additional teaching, adjustment or support is required. This may include targeted discussion, parent engagement, mentoring, ELSA, sensory or regulation support, an individual plan, SENCO or DSL involvement, Family Help, behaviour support, educational psychology, CAMHS or other relevant services. Restorative work will take place only when it is safe, appropriate and does not place responsibility on a child who has been harmed.

8. SEND, disability, mental health and additional vulnerability

High expectations apply to all pupils, but equality does not always mean treating every pupil in exactly the same way. The school will not assume that every incident involving a pupil with SEND is caused by their SEND. It will, however, consider whether SEND, disability, communication needs, mental health, trauma, bereavement, abuse, bullying, exploitation, family circumstances or another unmet need contributed to the behaviour and whether a sanction or its form should be adjusted.

- Reasonable adjustments will be anticipated and made for disabled pupils where required by the Equality Act 2010.
- The graduated assess–plan–do–review approach will be used where a pupil may have SEND, including needs not yet identified.
- The school will use its best endeavours to secure appropriate SEN provision and will secure the special educational provision specified in an EHC plan.
- The SENCO will be consulted where patterns suggest unmet or changing need. The DSL will be consulted where behaviour may indicate harm or vulnerability.
- Individual plans will be co-produced with the pupil and parents where appropriate and will identify triggers, communication needs, preventative strategies, reasonable adjustments, safe responses and review arrangements.
- Where there is an identified likelihood of restrictive intervention, a suitable risk assessment must be in place and reviewed following any significant incident.

9. Safeguarding, child-on-child abuse, bullying and discrimination

Behaviour and safeguarding are intrinsically linked. Staff maintain the attitude that “it could happen here”. Safeguarding procedures take precedence over behaviour processes whenever there is a concern that a child is suffering, or may be at risk of, harm. Concerns are recorded on CPOMS and reported without delay to the DSL or a deputy in accordance with the Child Protection and Safeguarding Policy.

9.1 Child-on-child abuse

Child-on-child abuse can occur inside or outside school and online. It is a safeguarding issue for both the child who may have been harmed and the child alleged to have caused harm. It does not depend on proof that harm was intended. Even where there are no reports, staff remain alert to the possibility that abuse is occurring but has not been disclosed.

It includes, but is not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Racism, faith-targeted abuse, sexism, misogyny or misandry, homophobia, biphobia, transphobia, disablism and other prejudice-based harm.
- Abuse in intimate personal relationships between children.
- Physical abuse, serious assault, threats of harm or threats involving a weapon.
- Harmful sexual behaviour, sexual violence and sexual harassment, including online elements.
- Consensual or non-consensual making or sharing of nudes or semi-nudes, including digitally altered or AI-generated imagery.
- Causing someone to engage in sexual activity without consent; upskirting; and initiation or hazing-type violence and rituals.

There is a culture of zero tolerance for abuse: it is never acceptable and will never be dismissed as banter, part of growing up or boys being boys. This does not mean that every case receives an identical or automatic sanction. The DSL leads a child-centred, case-by-case response under KCSIE 2026, taking account of safety, the wishes and needs of the child harmed, proportionality, the age and development of all children, police or social-care involvement, and support for all affected children. Behaviour action may proceed alongside a safeguarding or criminal investigation where appropriate.

9.2 Bullying

Bullying is the repetitive, intentional hurting of one person or group by another where there is an imbalance of power. It may be physical, verbal, relational, prejudice-based or online. A single incident that does not meet this definition may still be serious and will be addressed.

- Pupils learn about relationships, respect, consent, online safety and reporting through RSHE, worship, the wider curriculum and daily modelling.
- Reports are taken seriously, recorded, investigated and acted upon. Parents are informed where appropriate and safe to do so.
- Support and safety planning are provided for the child harmed; proportionate consequences, education and support are provided for the child displaying the behaviour.
- Patterns are monitored and reported to governors. Leaders evaluate locations, times, groups and protected characteristics to improve prevention.

10. Behaviour outside school and online

The school may respond to non-criminal poor behaviour and bullying beyond the school premises to the extent that it is reasonable, including conduct:

- during a school-organised or school-related activity or while travelling to or from school;
- while wearing school uniform or otherwise identifiable as a Ridgeway Farm pupil;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil, staff member or member of the community; or

- that could adversely affect the school's reputation.

Online behaviour is treated as seriously as face-to-face behaviour. The school will preserve evidence, consider safeguarding and inform the DSL where appropriate. Where criminal behaviour is suspected, the Headteacher and DSL will make an initial assessment and consider advice or referral to the police and children's social care. School disciplinary action may continue where this is fair and does not prejudice an external investigation.

11. Mobile phones and smart technology

Ridgeway Farm is a mobile-phone-free environment throughout the school day, including lessons, transitions, breaktimes, lunchtime and clubs that form part of the school day. This applies to phones and smart technology capable of messaging, notifications, audio or video recording, unless the school has expressly authorised an exception.

- Primary pupils should bring a phone or communication-enabled smart device only where a parent considers it necessary for travel or another agreed reason.
- Any phone brought to school must be switched off and handed to the school office at the beginning of the day. It may be collected at the end of the school day. It must not be accessed without staff permission.
- Communication-enabled or recording smartwatches must be switched off or placed in an agreed school mode and may be required to be stored at the office.
- Parents needing to contact a child during the day should contact the school office.
- Unauthorised use may result in confiscation and a proportionate sanction. Parents will be informed and collection arrangements determined according to the circumstances.
- The school will make reasonable adjustments and individual arrangements for disability, medical needs, young carers or other exceptional circumstances. A phone needed for continuous glucose monitoring or another agreed medical purpose will remain available under an individual healthcare plan.
- Staff will not use personal phones in front of pupils for personal reasons. Necessary work, safeguarding, medical, authentication or emergency use is permitted in accordance with staff expectations.

12. Banned items, searching and confiscation

12.1 Items prohibited by law

The Headteacher and authorised staff may search for items prohibited by law where the statutory conditions are met. These are knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; and any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. The statutory list will be read as amended from time to time.

12.2 Additional school-banned items

The following are also banned and may be searched for where identified in school rules and the legal conditions are met:

- Mobile phones, smart devices or recording equipment used or possessed contrary to section 11.
- Vapes, electronic cigarettes, nicotine products, lighters and matches.
- Medication not handed to the office or managed through an agreed medical plan.
- Laser pointers, imitation weapons, offensive material and any item reasonably considered likely to disrupt learning or compromise safety.

12.3 Safeguards

- Searches will follow the current DfE Searching, Screening and Confiscation guidance and will consider safeguarding, SEND, disability, trauma and the pupil's dignity.
- Only the Headteacher or a member of staff authorised by the Headteacher may conduct a search without consent. The statutory requirements concerning the sex of the searcher, witnesses and urgent exceptions will be followed.
- School staff will not conduct an intimate or strip search. If police involvement is considered, the DSL will be informed and the safeguarding protections in the DfE guidance and KCSIE will be followed.
- Searches, outcomes and confiscated items will be recorded where required or safeguardingly appropriate. Parents will be informed in accordance with the guidance.
- Items will be retained, returned, disposed of or passed to the police as the law and guidance require. Confiscation as a sanction must be proportionate.
- Force may be used for a search only where the law expressly permits it; never merely to search for an additional school-banned item.

13. Removal, supportive withdrawal and seclusion

13.1 Disciplinary removal from the classroom

Removal is a serious sanction in which a pupil is required, for disciplinary reasons, to spend limited time out of the classroom. It may be used to maintain safety and restore stability following unreasonably high disruption, to allow education to continue in a managed environment, or to enable a pupil to regain calm. It will normally follow other classroom strategies unless behaviour is sufficiently serious to require immediate removal.

- The pupil will be supervised in an appropriate space and provided with meaningful education.
- The length will be proportionate and no longer than necessary. Prolonged or repeated removal requires explicit Headteacher oversight, targeted support and a reintegration plan.
- Parents will be informed on the same day. Where the pupil has a social worker, the social worker will be notified; for a looked-after child, the Virtual School Head will also be notified and the Personal Education Plan reviewed as appropriate.
- Pupils will never be locked in the room. Preventing a pupil leaving because of an immediate safety risk is not a disciplinary sanction and must be considered under the seclusion and restrictive-intervention requirements below.

13.2 Supportive withdrawal or regulation space

Supportive withdrawal is a planned or responsive strategy to help a pupil regulate. It is not a disciplinary removal or seclusion where the pupil chooses or agrees to use the space and remains free to leave, subject to ordinary safety supervision. The pupil will be supported by an adult, the environment will be safe, and the focus will be regulation and return to learning. Frequent use triggers a review of adjustments and support.

13.3 Seclusion

Seclusion means keeping a pupil confined away from others and preventing them from leaving by physical obstruction, blocking or making them believe they will be punished if they leave.

Ridgeway Farm CE Academy does not plan or use seclusion as a behaviour-management or regulation strategy. If, in an unforeseen emergency, staff temporarily prevent a pupil from leaving a space solely to protect the pupil or others from immediate harm, the incident will be treated as seclusion for recording, reporting, safeguarding and review purposes. The pupil must be supervised continuously, the space must be safe and non-threatening, and the pupil must be allowed to leave as soon as the immediate risk of harm has reduced.

14. Restrictive interventions, including reasonable force

14.1 Definitions and lawful power

Restrictive intervention is an umbrella term for physical and non-physical actions that prevent, restrict or subdue movement of a pupil's body or part of the body. Reasonable force is the legal term for physical contact used to control or restrain. "Reasonable" means using no more force than is necessary for the least amount of time, judged according to the individual circumstances.

All members of school staff have the legal power to use reasonable force, where necessary and proportionate, to prevent or stop a pupil from:

- causing injury to themselves or another person;
- committing a criminal offence;
- damaging property; or
- causing disorder among pupils at school, during a teaching session or otherwise.

The Headteacher and staff specifically authorised to search may also use reasonable force when conducting a lawful search for items for which force is permitted by statute. Force cannot be used to search for other school-banned items.

14.2 Prevention and decision-making

Restrictive intervention is not a punishment and is used only when necessary and proportionate. Staff will use prevention, communication and de-escalation wherever practicable. Immediate action may nevertheless be required where delay would expose someone to harm. Staff consider whether a less restrictive option is likely to work, whether intervention may escalate risk, and the pupil's age, size, communication, medical needs, SEND, mental health, trauma, vulnerabilities, equality implications and welfare.

- Use the least amount of force or least restrictive intervention for the least amount of time.
- Communicate calmly, explain what is happening where possible and allow processing time.
- Maintain dignity and monitor physical and emotional wellbeing.
- Stop, reduce or change the intervention as soon as the risk reduces or if the intervention is escalating harm.
- Seek assistance and medical assessment where appropriate.

14.3 Unacceptable practice

Force must never be used as punishment, to humiliate or because a pupil refuses to comply where no lawful ground exists. Pupils must not be restrained in a way that affects the airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck or abdomen. Ground restraint carries particular risk. Ridgeway Farm does not authorise planned prone or face-down restraint; if a pupil is unintentionally held on the ground, staff must release or reposition them safely as quickly as possible.

A "no contact" policy is not adopted. Ordinary appropriate physical contact—such as first aid, comforting a distressed child, guiding a child who has chosen support, PE instruction or congratulation—must be judged sensitively in accordance with safeguarding, the pupil's wishes and individual needs.

14.4 Planning, training and follow-up

- Staff likely to use restrictive interventions will receive appropriate training in lawful, safe practice and prevention and de-escalation.
- Where risk is foreseeable, an individual behaviour support plan and risk assessment will be developed with the pupil, parents and relevant professionals where appropriate. Consent is not required for lawful emergency intervention and a plan does not remove the requirement to record and report incidents.
- After an incident, leaders will consider medical needs, injuries, staff and pupil wellbeing, witnesses, safeguarding, triggers, adjustments and how recurrence may be prevented.

- Separate reflective accounts should be sought from the pupil and staff. A restorative conversation will occur when safe and appropriate, ideally supported by an uninvolved adult for significant incidents.

14.5 Statutory recording and reporting

The school will maintain written procedures that distinguish the following duties:

- **Significant use of force:** every significant incident in which a staff member uses force on a pupil must be recorded and reported to parents under section 93A of the Education and Inspections Act 2006.
- **Seclusion or restraint:** every incident of seclusion or restraint, including restraint without direct physical contact, must be recorded and reported under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

The staff member involved must make a written record as soon as practicable and should endeavour to do so on the same day. The record will include, as a minimum:

- Names of the pupil and staff directly involved; date, time, location and approximate duration.
- Relevant needs and circumstances, including identified SEND or disability and the pupil's SEN status code.
- What happened beforehand, known or possible triggers, and prevention or de-escalation attempted.
- Why the intervention was necessary; the type of intervention or force; the degree of force; and how it ended.
- Any injury, medical assessment or treatment, adverse impact and post-incident support.

Parents must be informed as soon as practicable and the school should endeavour to do so on the same day. Information will be provided in writing and will include the date, time, location, duration, reason, type and degree of force and any injury. This applies even where an intervention was anticipated in an agreed plan. If informing a parent would be likely to result in serious harm to the pupil, the statutory alternative-reporting procedure will be followed, including reporting to another parent where safe or otherwise to the pupil's home local authority.

Governors and the Trust will take reasonable steps to ensure compliance and will review data regularly for repeat patterns, effectiveness, staff training needs and disproportionate use affecting pupils with SEND, other vulnerabilities or protected characteristics. Complaints will follow the school's Complaints Policy. Allegations against staff will be managed under KCSIE 2026 and the school's safeguarding procedures.

15. Suspension, permanent exclusion and pupil movement

Ridgeway Farm seeks to create an environment in which exclusion is rarely necessary. The school does not operate a "no exclusion" policy: suspension and permanent exclusion remain lawful and essential behaviour-management tools where appropriate to protect education, safety and welfare. Only the Headteacher—or a formally appointed acting Headteacher—may suspend or permanently exclude a pupil on disciplinary grounds.

15.1 Decision-making safeguards

- Every decision must be lawful, reasonable, fair and proportionate. The civil standard of proof—the balance of probabilities—is used.
- The pupil's views will be heard and considered in light of age and understanding, unless it would be inappropriate to do so.
- Known contributing factors, safeguarding, SEND, disability, reasonable adjustments, EHC-plan provision, looked-after status and other vulnerability will be considered.
- The school will not use informal or unofficial exclusions, ask a parent to collect a pupil as a disciplinary measure without formally recording a suspension, or extend or convert a suspension unlawfully.

15.2 Suspension

Suspension is a formal temporary exclusion. It may be used following a serious incident or persistent poor behaviour that has not improved following appropriate school sanctions and interventions. A pupil may be

suspended for one or more fixed periods up to a total maximum of 45 school days in a single academic year. The length will be no longer than necessary and clearly specified.

15.3 Permanent exclusion

Permanent exclusion is a last resort and may be decided only:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, including staff or pupils.

There is no fixed period of pastoral support that must elapse before permanent exclusion. For persistent behaviour, the school will normally be able to evidence appropriate support and intervention. A single sufficiently serious breach may nevertheless satisfy the statutory test. Trust and local-authority advice will be sought where practicable but will not fetter the Headteacher's lawful decision.

15.4 Notification, education and review

The current DfE statutory guidance and Trust procedure will be followed in full. In summary:

- Parents will be notified without delay and provided with written reasons, duration or permanence, duties during the first five days, representation rights and review arrangements.
- The local authority will be notified without delay of every suspension and permanent exclusion. The governing board will be notified as required. A pupil's social worker and/or Virtual School Head will be notified without delay where applicable.
- Work will be set and marked during the first five school days. Suitable full-time education will be arranged from the sixth day where the statutory duty applies.
- Parents' representations, governing-board consideration, independent review and SEND expert rights will be explained and managed within statutory timescales.
- Any cancellation of an exclusion will follow the statutory conditions and notification requirements.
- A reintegration strategy will support the pupil's return following suspension. The meeting or process will be welcoming and restorative, review support and adjustments, and maintain appropriately high expectations.

15.5 Off-site direction and managed moves

A temporary placement at another setting to improve behaviour is an off-site direction and will follow the statutory notice, review, safeguarding, education and reintegration requirements applying to academies. A managed move is a permanent transfer to another mainstream school. It must be voluntary, planned, agreed by all parties—including parents and the receiving admission authority—and in the pupil's best interests. Neither process will be used to pressure a family or to avoid the formal exclusion process.

16. Recording, monitoring and evaluation

Staff record behaviour in accordance with school procedures, distinguishing safeguarding records from routine behaviour information. Records are factual, proportionate, respectful and compliant with data-protection requirements. Leaders monitor implementation and analyse:

- Behaviour incidents, bullying, discrimination, child-on-child abuse and derogatory language.
- Removal, searching, confiscation, restrictive intervention, suspension, permanent exclusion, attendance and pupil movement.
- Repeat patterns, locations, times, staff and pupil experience, and outcomes of support.
- Differences affecting pupils with SEND, looked-after and previously looked-after children, pupils with social workers, disadvantaged pupils and protected-characteristic groups.

Pupil, parent and staff voice will inform evaluation. Leaders will report to the Local Governing Body at least termly and take action where practice is inconsistent, support is ineffective or data suggests disproportionate impact.

17. Complaints

Concerns about behaviour management should normally be raised promptly with the class teacher or relevant leader. Formal complaints follow the school's Complaints Policy. Complaints about suspension or permanent exclusion are managed through the statutory representations and review process. Allegations that a member of staff may have harmed a child or used force inappropriately are referred immediately to the Headteacher or Chair of Governors, as appropriate, and managed under KCSIE and safeguarding procedures.

18. Communication and review

The policy will be published on the school website and made available to staff, pupils and parents. Expectations will be communicated at induction and revisited regularly. Pupils will receive an age-appropriate explanation of the rules, support and consequences. Staff will receive the policy and relevant safeguarding information at induction and appropriate updates and training thereafter.

The Headteacher will review implementation throughout the year. The formal policy will be reviewed at least annually and sooner where legislation, statutory guidance, Trust requirements, school circumstances or monitoring indicate that revision is needed. Material changes will be communicated clearly to the school community.

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 – Agreed scripts

Thirty-second script

- "I have noticed that you are … right now."
- "At Ridgeway Farm, we are Ready/Loving/Safe."
- "Because of that, I need you to …"
- "You can choose … or …"
- "Do you remember when you …? That is the behaviour I need to see now."
- "Thank you for listening. We will talk about this at …"

Restorative conversation

Adults select developmentally appropriate questions rather than using every question mechanically:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought since?
- Who has been affected, and how?
- What do you need now?
- What needs to happen to make things as right as possible?
- What could help you make a safer or more positive choice next time?

A child who has been harmed will not be required to meet the other child or accept an apology. Restorative work complements, but never replaces, safeguarding, investigation, support or proportionate consequences.

Appendix C – De-escalation and calming strategies

Adult de-escalation

- Regulate yourself first: calm voice, neutral body language and non-threatening positioning.
- Reduce language, demands, audience and sensory stimulus.
- Acknowledge emotion without agreeing to unsafe behaviour.
- Allow processing time and avoid repeated questions or public debate.
- Offer two safe, achievable choices and a clear route back to learning.
- Use familiar adults and the pupil's communication or behaviour plan where available.
- Call for support early and move others to safety where appropriate.

Possible pupil regulation strategies

Strategies are taught and selected according to the individual child, environment, safeguarding and medical considerations. They may include paced breathing; counting; drinking water; a movement or sensory break; a quiet or familiar space; squeezing an agreed sensory aid; drawing, reading or writing; listening to agreed music; speaking to a trusted adult; or another strategy identified in the pupil's plan.

Appendix D – Significant incident checklist

6. Secure immediate safety and obtain first aid or emergency help if required.
7. Inform the appropriate senior leader and the DSL where there is any safeguarding concern.
8. Record the incident factually and within the required timescale. Complete the statutory force, restraint or seclusion record where applicable.
9. Inform parents and other statutory parties in the required form and timescale.
10. Check pupil, staff and witness wellbeing; offer medical assessment and post-incident support where appropriate.
11. Obtain separate accounts and preserve relevant evidence.
12. Review triggers, reasonable adjustments, risk assessments and individual plans.

13. Plan safe, appropriate reflection, repair and reintegration.
14. Ensure leadership and governance monitoring captures the incident and any required action.

Legislation and statutory guidance

- Behaviour in Schools: advice for headteachers and school staff (February 2024)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (effective 26 July 2026)
- Restrictive Interventions, including Use of Reasonable Force, in Schools (April 2026)
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Mobile Phones in Schools: statutory guidance (June 2026; to be followed from 1 September 2026)
- Searching, Screening and Confiscation in Schools
- SEND Code of Practice: 0 to 25 years
- Equality Act 2010: advice for schools
- Mental Health and Behaviour in Schools
- Working Together to Improve School Attendance

Principal legislation

- Education and Inspections Act 2006, including sections 88–93A.
- Education Act 1996, including sections 550ZA–550ZB.
- Education Act 2002 and School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended.
- Education (Independent School Standards) Regulations 2014, Schedule 1, paragraphs 9 and 10.
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.
- Equality Act 2010 and Human Rights Act 1998.
- Children and Families Act 2014.
- Health and Safety at Work etc. Act 1974.

Professional foundation

The school's relational practice is informed by Paul Dix, When the Adults Change, Everything Changes (2017), and the established Pivotal five-pillar approach. These professional sources support, but do not replace, statutory guidance or the school's legal duties.

Policy change record

- **September 2021 –** New policy adopting the Pivotal approach.
- **September 2022 –** Terminology changed from peer-on-peer to child-on-child abuse following KCSIE.
- **February 2025 –** Trust references changed to Blue Kite Academy Trust.
- **March 2026 –** Restrictive-intervention section added in preparation for DfE guidance.
- **September 2026 –** Whole-policy revision for 2026 statutory guidance; Ridgeway Farm Christian and Pivotal approach retained.