

Behaviour Policy

Lift Schools documents

Behaviour Policy Local Arrangements

Domain of application	The Ridge Academy
Review cycle	Annual
Approved by	Christopher Taylor, Regional Education Director
Date of last review	September 2025
Date of next review	September 2026

Introduction

At The Ridge Academy, we hold high expectations of behaviour and learning. We provide a structured, positive, nurturing environment with firm boundaries where we work together as a community so that all children feel that they belong, are listened to and are validated. This enables the children to learn and develop positive and cooperative behaviours so everyone feels safe.

Positive working relationships are the foundation for us all to thrive in school. All members of staff actively build trust and rapport, where mutual respect is the basis for agreeing on how we all behave and establishing a safe and positive school climate.

Behaviour is a form of communication. Behaviour has consequences. All pupils in our school community are learning about taking responsibility for their behaviour and accepting the consequences of their actions. We work in partnership with children to provide opportunities for reflection, learning to identify ways forward and use a restorative approach to resolve conflict and disagreements.

Reactive and Proactive Interventions

We have a whole school proactive approach to develop emotional literacy through the Personal Development (including PSHCE) curriculum, weekly assemblies, and sharing key texts which exemplify learning about emotions is a high priority. This provides the foundation in supporting our pupils to develop the skills they need to safely express how they are feeling, to manage difficult feelings and begin to self-regulate their behaviour. Members of staff from the Intervention team work alongside classroom-based colleagues to provide individualised interventions to those pupils with the highest needs, tailored to the needs of groups and specific pupils.

All members of staff and children are expected to consistently show the highest standards of Respect, Responsibility and Safety. This will enable pupils to understand the importance of their own behaviour and that of others' behaviour, and it will them to accept responsibility for their actions and encourage others to do the same. Our behaviour policy guides staff to teach emotional literacy and social skills, including appropriate behaviours in different situations. We view all behaviour as an opportunity for reflection and learning. Our approach is embedded in Restorative Practice and the development of emotional literacy. Following reflection and learning from incidents, every day is viewed as a fresh start.

The school has four core values which underpin our relationships and are taught and modelled explicitly

Our expectations:

We expect (and support our pupils to):

- Be engaged - Be ready to learn; be prepared and have the skills to be engaged
- Be respectful - Respect is thinking of others' feelings, wishes, and rights; we are an inclusive school, diversity is celebrated
- Be kind - We model positive and accepting relationships; everyone is included
- Be safe - The safety of everyone is core to being ready and able to learn and engage

The aims and purpose of the policy:

- To create a culture of positive behaviour and high expectations for learning within our school community and prepare children for life after attending The Ridge Academy so that they have successful next steps and can make a positive contribution to society
 - To ensure that all children are treated fairly, they are shown respect, develop positive behaviour, form good relationships and can make friendships.
 - To understand the importance of positive relationships
 - To help children to develop self-regulation, develop understanding and be responsible for the consequences of their actions
 - To ensure the safety of children and members of staff
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- Recognise that children with SEMH needs present a range of complex behaviours and individual differences, often requiring an individualised approach.
 - Reinforce that we all need to hold high expectations and positively reinforce expected behaviours so children are ready to learn.
 - Remind us to focus on the positives, be optimistic, and celebrate success, including small steps toward progress. This approach enables the establishment of a positive school environment.
 - Reinforce a school climate of 'Can Do' and a growth mindset
 - Remind us that we are part of a highly skilled team
 - Set out that we all need to provide opportunities for children to develop their self-confidence, self-control, and self-regulation, understand that making mistakes are a normal aspect of life, but that we need to reflect, accept responsibility for our actions and understand how we can learn from them and improve
 - We need to actively teach social skills and appropriate behaviours by modelling behaviour that we expect to see, providing planned interventions and within a structured, predictable, consistent learning environment

Celebration of positive behavioural choices:

- Use Dojos in recognition of positive behaviour
- Classes discuss at the beginning of the term what Dojo rewards they are working towards and how many points are required.
- Positive messages are sent home regularly, including emails, Dojo messages, and phone calls by all staff members
- Weekly celebration of one pupil from each class who have made positive progress with the Principal at the Big Breakfast on Fridays
- Celebrate progress through certificates in weekly assemblies.

Consistent routines & high expectations are key factors for productive learning:

- The foundation for promoting positive behaviour requires a structured learning environment, consistent routines, expectations, rewards and consequences
- Lessons that engage, appropriately challenge and meet the needs of all learners
- Meet and greet children at the door
- Plan for transitions
- Rehearse how you are going to pre-empt and establish positive behaviour
- See every lesson as a fresh start
- Ensure predictability and certainty of restorative approaches and consequences.
- Be consistent in promoting positive behaviour and making sure children are noticed and praised for making positive behavioural choices.
- Refer to 'Ready to learn, Responsible, Respectful and Safe' behaviour.
- A drive to improve, reflect, learn and make progress
- Always focus on the positives, acknowledge that things have not always gone to plan, reflect and adapt provision accordingly

Senior Leaders (SLT) will stand alongside colleagues to support, guide and show consistency.

SLT will:

- Be a visible presence around the school, especially at transition times
- Celebrate staff and children whose effort goes above and beyond expectations. This is done during daily debriefs, Friday afternoon whole-school meetings and recorded on the Rise and Shine document
- Regularly support staff to reflect upon and share good practice
- Use behaviour data (recorded via Arbor) to reflect on practice
- Regularly review appropriate provision for pupils that require additional support to work within the parameters of the policy

- Support children in learning from mistakes. This will take the form of restorative approaches. This will inform a plan about how to reduce the triggers and teach behavioural skills to develop self-regulation
- Be just and fair
- Have a sense of humour
- Recognise and reward children's efforts. This will take place during Friday mornings Big Breakfast and daily through Dojos.

Developing children's Social and Emotional skills

At the heart of our curriculum is the development of emotional literacy and their social and friendship skills. This is conducted through the Personal Development curriculum, PSHCE lessons, weekly assemblies, and planned interventions via the Intervention Team. The establishment of trusting working relationships are key factors in supporting children to develop their behavioural skills so that they are more able to self-regulate and to successfully manage their complex emotions.

We believe that regardless of each pupil's needs, most pupils want to learn and be successful. However, some pupils will test the boundaries of acceptable behaviour. Success is measured not by the absence of problems but by how we manage them.

Through the Personal Development Curriculum, which permeates throughout each school day, we use the 'Colour Monster' to help children develop their understanding and naming of emotions. This is re/introduced each September with a new book, assemblies, class displays, and regular practice, and it is then referred back to throughout the school year.

Promoting Positive Behaviour

Most children will need a positive reminder, e.g., 'thank you for listening' rather than 'don't shout'. On some occasions, children will benefit from time out of class or an alternative activity. These can be used as a preventive measure to de-escalate or as a restorative approach to re-engage children with learning. Support from the Intervention Team will provide children with the opportunity to participate in planned social and emotional interventions.

Quietly but firmly make clear and hold firm the boundaries expected for the pupils.

Give positive evidence-based feedback for children making positive choices. For example, 'Thank you.....for being ready to learn'

Practical steps in managing and modifying behaviour.

Pupils are held responsible for their choices and any disruption this causes to other children's learning. Staff will address behaviours in a cooperative and consistent manner. We will often co-regulate alongside children, using appropriate trauma-informed and evidence-based strategies and techniques to de-escalate, distract and create a safe way for children to calm when experiencing heightened emotions.

See linked documents:

- **Behaviour Procedure**
- **Behaviour Thermometer**
- **Positive Handling Policy**
- **Hate Crime and Anti-bullying Policy**
- **Safeguarding Policy**

Restorative Practice

The Ridge Academy advocates Restorative Practice to promote positive behaviour and resolve disagreements and conflict fairly and consistently. Every effort will be made to maintain safety and retain all pupils' access to learning. Efforts will be made to establish the cause of a situation and consequences applied in a timely and proportionate manner. Restorative practices aim to develop community and to manage conflict and tensions by repairing harm and building relationships. 'Restorative Practices in Schools' are about maintaining a safe school, changing behaviour and applying appropriate consequences, adults modelling restorative approaches, finding ways to restore, reflecting and learning from behavioural mistakes.

Suspension and Exclusion**Suspension.**

The Ridge Academy school believes that, in general, suspensions are not an effective means of managing unsafe behaviour. However, for pupils to achieve their maximum academic potential, they must feel safe from physical and verbal aggression. If a pupil seriously breaches the school's behaviour policy and remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Principal may decide to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents meet the Principal, Deputy Principal or Assistant Principals to discuss the pupil's reintegration back to school and the best way to support the child.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations School suspensions and permanent exclusions - GOV.UK (www.gov.uk)).

All policies and procedures are in place to support the inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that allowing

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.

Peer on Peer Abuse

Due to our pupils' needs and vulnerabilities, peer-to-peer interactions are often the most challenging aspect of school for many of them. We aim to support the development of these skills while remaining mindful of the risk of peer-on-peer abuse.

Peer-on-peer abuse encompasses physical, sexual, emotional, and financial abuse, as well as coercive control, occurring between children in various relationships, including intimate, non-intimate, friendships, and broader peer groups.

Online peer-to-peer abuse specifically involves digital elements such as sexting, online coercion, peer grooming, threatening language, the distribution of sexualised content, and harassment.

Vulnerabilities

As a school, we recognise any child can be vulnerable to peer-on-peer abuse. Individual and situational factors can increase a child's vulnerability to abuse by their peers, such as the sharing of an image or photograph:

- Children who are socially isolated from their peers
- Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse
- Children with specific characteristics such as sexual orientation, ethnicity, race or religious beliefs
- Children with Special Educational Needs and/or Disabilities (SEND)

Determining whether an incident should be classified as abuse rather than bullying or sexual experimentation involves professional judgment. Key factors that may indicate abusive behaviour include a significant power imbalance (e.g. age or size differences), repeated harmful actions by the perpetrator, or concerns about the perpetrator's intent. If there is evidence suggesting the intent to cause severe harm, it should be considered abuse regardless of the actual harm caused.

Appendices.

Reintegration meeting document

Code of conduct. Pupil and staff contract

Regulatory Framework

This policy has been prepared to meet the Academy's responsibilities under:

- Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022
- The Education and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- Education (Independent School Standards) Regulations 2014
- Statutory Framework for the Early Years Foundation Stage (DfE, September 2021)
- Education and Skills Act 2008
- Children Act 1989
- Childcare Act 2006
- Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**)
- Human Rights Act 1998
- Equality Act 2010
- SEND Code of Practice 2014