



Ribbleton Avenue Methodist Junior School

Behaviour Policy

“Brighter futures built with Ambition, Courage and Respect; filled with Love, Hope and Faith.”

## RAMJS Positive Behaviour Policy

### Overview

Our behaviour policy is a comprehensive framework aimed at cultivating a safe, respectful and nurturing learning environment for all pupils. It is built on the foundations of motivation, respect and forgiveness while incorporating a restorative approach to conflict resolution. Rather than relying solely on external rewards, our policy encourages students to make the right choices for the right reasons, fostering a deeper understanding of the consequences of their actions and the importance of empathy.

All behaviour incidents are monitored for safeguarding concerns in line with KCSIE

### Vision & Purpose

Within this truly distinctive Methodist School, our common purpose is to enable every child to thrive academically, emotionally and spiritually and to become the person God intends them to be. We will be a school of which the local community and the Methodist Church are justly proud.

At RAMJS, we believe that all children can learn to make positive choices. Behaviour is a form of communication, and we respond with compassion, structure, and consistency. Rooted in our values of Ambition, Courage, Respect, Love, Hope, and Faith, our behaviour policy supports every child to grow socially, emotionally, and academically.

### **Language of Values**

- Ambition – making positive choices that help everyone learn.
- Courage – owning mistakes and making amends.
- Respect – treating others kindly and fairly.
- Love – showing care and forgiveness.
- Hope – believing change and growth are possible.
- Faith – trusting each other to do better next time.

We are committed to building brighter futures for all by ensuring:

- Behaviour expectations are clear, fair, and consistent.
- Responses are restorative, not punitive.
- Children with ACEs (Adverse Childhood Experiences) and SEND needs receive tailored support and reasonable adjustments.
- Sanctions, when needed, are impactful but supportive, helping children learn from mistakes.

This policy complies with the DfE Behaviour in Schools Guidance (2022) and statutory duties under the Equality Act 2010 and SEND Code of Practice (2015).

School is using the EEF Action plan to improve behaviour in line with guidelines, legislation and policy: *(See appendix 1)*

## Our Mission

***“Brighter futures built with Ambition, Courage and Respect; filled with Love, Hope and Faith”***

We hold high expectations for all of our pupils to ensure that every child celebrates and achieves their unique God-given talents. Therefore, our policy is designed to create a safe environment in which all pupils can learn and reach their full potential. It is based on the principles of intrinsic motivation, where students are encouraged to make the right choices without expecting external rewards for basic behaviour.

Our behaviour system is deeply rooted in Christian beliefs and is underpinned by values of respect and forgiveness. This approach ensures that mistakes are not only acknowledged but also allowed to be righted and reflected upon. We firmly believe that these practices support the development of a growth mindset, aligning with our distinct Methodist characteristics and the teachings of John Wesley.

### **Core Principles**

Restorative Justice: Repairing harm, rebuilding trust, restoring relationships.

- Trauma-Informed: Understanding how ACEs affect behaviour; responding with empathy and structure.
- SEND-Aware: Individualised support plans, visual cues, regulation spaces, and differentiated approaches.
- High Support, High Accountability: Children are supported to succeed but remain accountable for choices.
- Consistency & Predictability: Clear routines and responses build security and fairness.
- Proportionate Sanctions: Responses are age-appropriate, time-limited, and fair.

### **Objectives:**

1. To set out clear rules for our children;
2. To support our children in living our Christian values;
3. To encourage children to make good choices about their own behaviour;
4. To develop children’s understanding that mistakes do happen and be can righted with effort and reflection:
5. To set our clear sanctions for poor behaviour choices;
6. To ensure an equitable approach to behaviour management;
7. To involve parents in promoting good behaviour;
8. To ensure that there is complete consistency from staff in the implementation of the policy.

### **Supporting Children with ACEs & SEND**

- Individual Behaviour / Support Plans for children with additional needs.
- Staff trained in trauma, attachment, and SEND strategies.
- Safe spaces / calm corners available.

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- Use of emotion regulation tools, e.g. zones of regulation, sensory breaks.
- Key adult assigned for children who need trusted relationships.

### Rewards:

Behaving in the way expected in each classroom will not be rewarded as we want to ensure that children meet basic expectations without expecting a reward for them.

In line with the EEF guidance, school will focus on positive praise to raise the profile of excellent behaviour and to encourage other pupils to model the desired behaviour.

Rewards include:

- Glimmer Prizes from HT
- Extra playtime (children of the week)
- Verbal praise
- Stickers
- Values Certificates awarded
- Headteacher's Certificate (weekly in classes)
- Sticker from KS Leader
- Golden Time
- Class rewards
- House Points
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For children who are failing with the school behaviour expectations, school will work on individual behaviour programmes, with specific target/s to meet their needs. The SENDCo and EBD support will liaise with class team to develop these programmes.

We know that there are children who make a real effort with their learning or behaviour therefore Team Points/Dojo team points can be given as recognition of determined and repeated effort in both academic and social achievements. These are linked to our whole school House Point Teams and this is celebrated on a weekly basis in our Friday Celebration Worship.

Each week, each teacher can nominate 1 or more child/ren to received recognition in Assembly as Star of the Week. This may be any reason but can be linked to effort, improved behaviour, excellent attitude etc. The children chosen will have made an effort that week and will have achieved well for them. This ensures that children who find it difficult to follow rules can achieve this in the same way that any other child can. Children who have gone over and above in any way will be nominated an Appreciation Award which will also be given in Celebration Assembly.

On a Friday afternoon, children will be selected for The Glimmer of the Week prize. This is recognising a child in each class who has done something that has brought a 'glimmer of hope' to their classroom. Children are awarded a free book from the Glimmer Vending Machine.

### **Restorative Practice**

Following incidents, staff use restorative conversations:

#### **Script ideas**

The script may be as follows:

- I noticed you are .... (having trouble getting started / singing in class / hitting Jonny with a ruler)
- It was the rule about ....(being ready / being caring) that you broke
- You have chosen to (eg) and will now need to stay behind at the end of the lesson
- Do you remember when you got on brilliantly yesterday? That's what I want to see now
- Thank you for listening.

The child is then spoken to at the end of the lesson about the choice that they made. Children who have been spoken to more than once are kept behind to go last at playtime / lunchtime. This restorative session is led by the member of staff who addressed the behaviour as we work together to build positive, respectful relationships through school.

Where incidents have occurred during playtime, all members of staff are capable of holding a restorative conversation to support children in managing their conflicts. The heart room is accessible throughout playtimes to allow children the opportunity to restore and rebuild at all points during the day.

#### **Repair may include:**

- Apology (verbal, written, or symbolic).
- Restitution (help fix/replace/clean).
- Positive contribution (helping the class/community).

Re-integration meetings ensure children re-join the community positively.

#### **All staff are responsible for dealing with inappropriate behaviour.**

Children who repeatedly need this intervention or who display any of the following behaviours will progress through the school's graduated behaviour toolkit:

- Fighting
- Offensive language (racist, homophobic or otherwise)
- Bullying
- Behaviour which puts other staff / children at risk:

The majority of issues can be resolved with a restorative conversation and support being given to enable a child to make a better behaviour choice in the future.

#### **Other alternatives:**

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Where Restorative practices have not worked school may use the follow behaviour strategies:

- De-escalation (first and foremost)
- Distraction/change of task
- Change of adult/fresh face
- Calming down time in our Heart Room or Peace Room
- Consequences where required and appropriate

### Safe Spaces

Each classroom at RAMJS has a designated Safe Space. This area maybe a table and chair to the rear of the classroom, a cosy chair or a reading corner. The pupils in each class are encouraged to use their class Safe Space if they are feeling upset or frustrated or just need to take a few minutes to calm themselves. Alternatively, the child may be directed to, or take themselves to the Heart Room/Peace Room.

#### **The Heart Room:**

The Heart Room is a room in the centre of the school that acts as a 'go to' place for children for a variety of reasons. A child with behavioural needs may have made excellent choices and has been given their 10-minute choosing time. (This is used as part of a IEP plan designed to support behaviour). They may also be in the Heart Room working in a small group focusing on emotional literacy / nurture.

Alternatively, a child may be asked or request to go the Heart Room for some calming down time. This room is always staffed and children are trained to bring themselves into the space to calm using an egg timer. In most cases this is successful.

The Heart Room is used as a safe space during break times and lunch times and is available to children to use as a positive choice to ensure positive behaviour.

*Where behaviour has escalated and poses a risk to the child, other children or staff, Positive Handling techniques may be used to place a child in a place of safety. In most cases this will be the Peace Room.*

#### **The Peace Room:**

Children may prefer to use the Peace Room for calming down time. This is an empty room, located next to the SLT offices and a bean bag, sponge circles and weight blanket. There is a door with a light on a sensor that automatically switches on when entered and a vision panel as well as a small hole to talk through if the child has shut the door. This room has the same principle as The Heart Room calming spaces and allows for a child to self-regulate rather than escalate their behaviour. Any child in the Peace Room is monitored by an adult and following time in there is offered a restorative conversation in The Heart Room to ensure that the child is ready to return to their classroom learning.

The primary purpose for the Peace Room is to offer a quiet space in which children can reflect on their behaviour choices and make steps to restore positive behaviour.

In some extreme cases, the Peace Room may be used as a safe place when a child shows extreme physical and violent behaviour. In these circumstances a child may have been brought, by staff, to 'calm down' in the Peace Room. In these instances, Positive Handling) may have been used and this circumstance will only arise after all other behaviour strategies have been utilised. Primarily, de-escalation techniques will have been employed to avoid the use of Positive Handling strategies.

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On these occasions, the child will have been assessed as high risk and staff may choose to shut the door to encourage the pupil to use the Peace Room. Throughout this process the staff will maintain continued verbal contact with the child, reassuring and attempting to de-escalate negative behaviour throughout.

- **The Peace Room is not seclusion**
- **The child can exit when safe**
- **Continuous monitoring and verbal interaction are maintained**

When a child has been placed in the Peace Room using Positive Handling Techniques, a Positive Handling Plan is established. This is risk assessed and revisited following any further incidents and shared with Parents. This plan will reflect the pupil voice and will form part of the IEP process, including termly reviews (or sooner) with Parents and children.

Following a period in the Peace Room, a restorative conversation will take place and will include a debrief of the event. Parents will be informed.

### **Monitoring the use of The Peace Room:**

Pupils who use the Peace Room following Physical removal by SLT/behavioural staff are recorded on CPOMS.

The Peace Room CPOM recording should include the following information:

- Date
- Time
- Duration
- reason why the Pupil spent in time in the Peace Place
- which member of staff managed the situation
- what the outcome for the Pupil was (e.g. returned to class and settled to class tasks well)

This is monitored and reflected on by the SLT and appropriate adjustments are made to IEPs to ensure that staff remain solution focused in dissolving behaviour escalations.

Children accessing The Peace Room / Heart Room through self-referral will discuss the incident with the behaviour team before returning to class.

### **Behaviour and Safeguarding**

Ribbleton Avenue Methodist Junior School recognises that behaviour and safeguarding are intrinsically linked. All behaviour incidents, including those involving child-on-child abuse, bullying, or emotional dysregulation, are monitored and reviewed for potential safeguarding concerns in line with Keeping Children Safe in Education (KCSIE, 2025).

Patterns of behaviour that may indicate underlying welfare issues are identified through the school's recording systems (e.g., CPOMS) and shared promptly with the Designated Safeguarding Lead (DSL) or Deputy DSLs. Staff are trained to recognise when behaviour may be a symptom of abuse, neglect, trauma, or unmet need, and to respond appropriately in accordance with the school's Safeguarding and Child Protection Policy.

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This joined-up approach ensures that pupils' safety, wellbeing, and individual circumstances are always central to behaviour management and decision-making.

### Child-on-Child abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age. Ribbleton Avenue Methodist Junior School has a zero-tolerance approach to abuse, including child-on-child abuse. We refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. 5.31 Peer Abuse (proceduresonline.com)

Dealing with child-on-child abuse is a matter of utmost importance within our school. We are committed to preventing such incidents and responding promptly and effectively when and if they occur. Our proactive approach to prevention involves comprehensive educational programs and aimed at teaching pupils about respectful behaviour, empathy and the importance of reporting any concerns they may have. We emphasise fostering a culture of open communication where students feel safe coming forward with their experiences or suspicions.

All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. Staff will speak to one of our Designated Safeguarding Leads (DSLs) if they have any concerns about child-on-child abuse.

All staff understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

In the unfortunate event of an incident involving child-on-child abuse, our response is swift and thorough. All staff are clear as to the school's policy and procedures regarding child-on-child abuse and the role they must play in responding where they believe a child may be at risk from it. Our trained DSLs will handle such cases with sensitivity and expertise. They conduct thorough

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investigations, ensuring that the well-being and safety of all involved parties are paramount. Appropriate support is provided to both the victim and the perpetrator, which may include counselling, guidance and, if necessary, disciplinary measures in line with our behaviour policy. Additionally, we collaborate closely with external agencies and authorities to ensure that the legal and child protection aspects are addressed comprehensively.

All staff are aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff do not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff are aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex is equally as robust as it is for incidents between children of the opposite sex.

Pupils are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported and kept safe. This process will be continually reviewed by the DSL / SLT.

### Online Behaviour and Cyberbullying

Ribbleton Avenue Methodist Junior School recognises that pupils' behaviour online is an extension of their behaviour in school. Our expectations for respect, kindness, and safety apply equally to all digital interactions, both on and off school premises.

Pupils are taught explicitly about **safe, respectful, and responsible online conduct**, including the impact of their digital actions on others. This forms part of our **Computing curriculum, PSHE programme, and assemblies** throughout the year.

Any incidents of **online bullying, harassment, or inappropriate communication** (including via social media, messaging apps, or gaming platforms) will be treated as breaches of our behaviour policy. These incidents are recorded and investigated in line with our **Safeguarding and Child Protection Policy** and **KCSIE (2025)** guidance.

We work closely with parents and carers to promote positive online behaviour and digital wellbeing. Where necessary, school will engage external agencies or the Police in line with the **Malicious Communications Act (1988)** and **Protection from Harassment Act (1997)**.

### Sanctions (Impactful, Supportive & Age-Appropriate)

Sanctions are used when restorative steps alone are insufficient. They are always proportionate, fair, and designed to support learning. All sanctions are age-appropriate and time-limited to reflect children's developmental stage (7–11).

Examples:

- Level 1 (Low-level disruption): Reminder, positive reinforcement, redirection, 5 mins reflection with

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class teacher/class TA as a Restorative chat.

- Level 2 (Repeated disruption): 10 mins loss of play. Restorative chat.
- Level 3 (Swearing, damage): Removal from class, 15–20 min privilege loss (could include Breakfast club, breaktime). Restorative meeting.

For instances that are Level 3; RAMJS will adopt a process that aims to issue a sanction that is appropriate for the behaviour and models the opportunities for children to address their behaviour before moving to a more serious sanction.

*Every case is assessed on an individual basis and takes into account additional need, parental discuss and external guidance and support from Reach/IEST/EP etc.*

SEND/trauma needs always considered before applying sanctions.

### **Primary Placements and Fixed period exclusions/Permanent Exclusion**

Primary Placement/managed move/part time timetable – on occasion we may direct children to an alternative provision to improve behaviour or put on a part time timetable.

*Part-time timetables are used only as a short-term, planned intervention and never as a disciplinary sanction.*

If a child's behaviour has reached this stage a multi-agency meeting may be held to decide the best course of action.

### **Fixed Period Exclusion:**

A fixed period exclusion is a sanction, which will be determined as necessary only by the Headteacher or the Deputy Headteacher in their absence.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

If the child has had primary placements and their behaviour continues to be a cause for concern, or there is an incidence of serious physical assault this can result in a fixed period exclusion (fixed or permanent):

- It may be necessary to suspend a child from school. The decision to suspend is taken by the Headteacher and this may be for a fixed term or permanent fixed period exclusion. The Headteacher will take account of all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.
- Parents have the right to make representations to the governing body (or discipline committee) about a fixed period exclusion and the governing body must review the fixed period exclusion decision in certain circumstances, which include all permanent fixed period exclusions. Where a governing body upholds a permanent fixed period exclusion ('decline a reinstatement') parents have the right to appeal the decision to an independent review panel.

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Schools are under a duty to provide suitable full-time education for a suspended pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent fixed period exclusion.

### **Permanent Exclusion:**

RAMJS has ambition to create high standards of behaviour in school so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil. Permanent exclusions will sometimes be necessary as a last resort to maintain this environment.

- A pupil's behaviour outside school can be considered grounds for a fixed period exclusion or permanent exclusion. Any decision of a headteacher, including fixed period exclusion or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to fixed period exclusions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
- When establishing the facts in relation to a fixed period exclusion or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
- Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.

Further Guidance can be found here: [Fixed period exclusion and Permanent Exclusion Guidance](#)

### **Pupil transition –induction and re-induction into behaviour systems, rules and routines:**

We are dedicated to ensuring a smooth and supportive transition for our pupils, both when they first join our school and in cases where additional measures are needed to address their behaviour. During pupil transitions, such as fixed period exclusions, our induction process is comprehensive, including re-induction into our behaviour systems, rules and routines. On occasion, if a child's behaviour necessitates alternative arrangements, we may implement a part-time timetable temporarily to support the pupil's transition back into school. Following a fixed period exclusion, there will be a return-to-school meeting involving the Headteacher or Deputy Headteacher, the pupil and their parent/s. In this meeting, we employ a restorative approach to collaboratively explore strategies for effectively supporting the pupil and preventing the recurrence of the behaviour.

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### **Conduct outside the school gates:**

Headteachers now have a statutory power to regulate pupils' behaviour/conduct outside of school hours when a pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school

Or, where the above does not apply, but the inappropriate behaviour:

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

### **Criminal law:**

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communication Act 1988, the Communications Act 2003 and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

### **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' for example:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Mobile phones
  - any items causing disruption to the smooth running of school

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Weapons and knives must be handed to the Police. Otherwise, it is for the teacher to decide if and when to return an item, or whether to dispose of it.

### **Power to use reasonable force**

In our school we do **not** have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

School staff have a legal power to use reasonable force. Reasonable force is usually used either to control or restrain but never as a punishment. All members of the senior leadership team (SLT) are provided with 'Team Teach' training to support their understanding of reasonable force and the appropriate strategies used.

For more information regarding this, please click on the link and read the following document:

LANCASHIRE COUNTY COUNCIL PROTOCOL ON THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN SCHOOLS, RESIDENTIAL HOMES AND OTHER CARE SETTINGS FOR CHILDREN

<https://council.lancashire.gov.uk/documents/s25735/Appendix%20A.pdf>

### **Records of Restrictive Interventions**

From 1 April 2026, schools in England are subject to new statutory duties to record and report incidents involving the use of restrictive interventions, including force, restraint and seclusion. An incident record forms part of the pupil educational or safeguarding record, but it is also a school-level governance record.

School should ensure records are held both within the individual pupil file (For SEND pupils 31 years from date of birth and non-SEND 25 years from date of birth. This enables not only appropriate safeguarding and continuity of information when a pupil moves school, but also effective oversight at an organisational level, including the ability to identify patterns, trends and potential disproportionality.

### **Roles and responsibilities**

In our commitment to fostering a safe and nurturing learning environment, effective leadership and management play a pivotal role. Our designated staff and leaders are instrumental in implementing and upholding our behaviour policy. They work tirelessly to ensure that the principles of intrinsic motivation, respect and forgiveness are consistently applied throughout the school community. Our leadership team provides guidance, training and support to teachers, enabling them to effectively manage behaviour in the classroom and beyond.

Furthermore, we actively engage our dedicated board of governors in the process. Our governors play a vital role in overseeing the implementation of our behaviour policy, offering valuable insights and holding us accountable for its effectiveness. Their involvement ensures that our policy remains aligned with our school's mission and values while continuously adapting to the evolving needs of our

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pupils and the wider community. Together, our leaders, staff and governors work cohesively to create an inclusive, safe and empowering environment where all pupils can flourish and realise their full potential.

### Roles & Responsibilities

- Staff: Model behaviour, use restorative language, apply policy consistently.
- Leaders: Ensure training, monitor fairness, uphold values.
- SENDCo / Inclusion team: Develop personalised plans, monitor impact.
- Parents/Carers: Partner with school, support restorative approaches.
- Pupils: Engage in restorative processes, take responsibility, live school values.

### Communication of Behaviour Expectations

At Ribbleton Avenue Methodist Junior School, we believe that consistent communication with pupils and parents is key to maintaining high standards of behaviour and a positive school culture.

Behaviour expectations, including our three core rules — **Ready, Respectful, Safe** — are **explicitly taught, modelled, and revisited each term** through assemblies, class discussions, and PSHE sessions. Visual reminders and values-based displays across school reinforce these shared standards daily.

Parents and carers are informed of behaviour expectations at the **start of each academic year**, during termly newsletters, and through our **school website and home-school communication channels**. Where behaviour plans or additional support are in place, regular communication with parents ensures a consistent, collaborative approach between home and school.

### Procedures

1. De-escalation & regulation – staff support the child to calm first.
2. Incident follow-up – restorative conversation and reflection.
3. Repair & reintegration – apology, restitution, positive contribution.
4. Recording & monitoring – log incidents, track patterns, review support plans.

### Monitoring & Evaluation

- Behaviour data tracked for patterns (including SEND/ACEs).
- Termly reviews of policy effectiveness.
- Pupil voice: children share how safe, respected, and supported they feel.
- Annual staff refresher training in restorative and trauma-informed practice.

### Staff Induction, Development and Support

Staff induction, development and support are integral components of our commitment to maintaining a positive and safe learning environment. We understand that staff members play a pivotal role in upholding our behaviour policy and ensuring its effective implementation. As part of our comprehensive staff induction process, new team members receive thorough training on our

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behaviour policy and its core principles. This training not only equips them with the knowledge and tools needed to address behaviour issues but also emphasises the importance of modelling positive behaviour for our pupils.

Furthermore, we place a strong emphasis on continuous professional development for our staff. Regular training sessions and workshops on behaviour management are provided to keep our staff informed about the latest strategies and best practices. These opportunities enable our staff to refine their skills, stay up-to-date with evolving challenges and employ evidence-based techniques to foster a supportive and respectful classroom environment.

In addition to training, ongoing support mechanisms are in place to assist staff members in handling behaviour-related matters effectively. Our dedicated support team is readily available to provide guidance, offer resources and facilitate peer-sharing sessions to ensure that staff members feel confident and well-equipped in their roles.

### **Strategies to support inclusion**

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special education need and/or disability. This is in accordance with the SEN code of practice. We also recognise that a child with social, emotional and/or behavioural difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National curriculum and wider school life.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

We also recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour and their own health and wellbeing. This includes following allegations because of using reasonable force.

#### **Reasonable Adjustments for Behaviour:**

We recognise that behaviour is a form of communication. Our approach seeks to understand and address the underlying causes of behaviour while maintaining high expectations for all. By making reasonable adjustments, we aim to support every child to succeed within an inclusive, compassionate, and safe school environment.

At Ribbleton Avenue Methodist Junior School, we are committed to ensuring that our behaviour expectations and systems are applied fairly and equitably to all pupils. We recognise that some pupils may display behaviours that reflect underlying **Special Educational Needs and Disabilities (SEND)**, particularly in the area of **Social, Emotional and Mental Health (SEMH)**.

In accordance with the **Equality Act 2010**, **SEND Code of Practice (2015)**, and **Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022)**, we will make **reasonable**

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**adjustments** to ensure that pupils with SEND are not disadvantaged by the school's behaviour policy.

### 1. Policy and Practice

- Behaviour expectations will be applied with **flexibility** and with full consideration of each child's individual needs, circumstances, and triggers.
- Behaviour responses will be **proportionate, fair**, and focused on supporting the child to develop self-regulation and positive relationships.
- Staff will work with the **SENCo, Inclusion Team**, and **parents/carers** to ensure behaviour support aligns with any **IEP** or **Education, Health and Care Plan (EHCP)**.

### 2. Preventative and Environmental Adjustments

- Adaptations to routines, transitions, or expectations where these are known to cause anxiety or dysregulation.
- Access to **calming or sensory spaces** to support emotional regulation.
- Use of **visual supports, clear communication**, and **structured routines** to reduce uncertainty.
- Access to a **key adult** or **trusted relationship** to support co-regulation and reflection.

### 3. Response and Consequence Adjustments

- Sanctions will take into account the child's understanding, intent, and capacity to self-regulate at the time of the incident.
- Where behaviour arises from a recognised need or disability, **restorative approaches** and **supportive interventions** will take precedence over punitive responses.
- Internal or fixed-term exclusions will only be considered when all reasonable adjustments have been implemented and reviewed.

### 4. Collaboration and Review

- Staff will seek advice and support from the **SENCo, Inclusion Lead**, and external professionals (e.g., Educational Psychologist, Behaviour Support, CAMHS) where appropriate.
- Adjustments will be reviewed regularly through the school's pastoral and SEN systems to ensure they remain effective.
- The school will continue to invest in **staff training** on SEND, SEMH, trauma-informed practice, and de-escalation strategies to ensure consistency and understanding across the whole school community.

## Complaints procedure

## RAMJS Positive Behaviour Policy

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particular policy it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she acted reasonably.
4. Fixed period exclusion should not be an automatic response when a member of staff has been accused of using excessive force. The school will refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when an allegation is made against a member of staff. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. As employers, schools and local authorities have a duty of care towards their employees. It is
6. important that schools provide appropriate pastoral care to all members of staff.

## APPENDIX I: CHARLIE TAYLOR'S CHECKLISTS

For senior leadership team:		For teachers:	
Policy:	<p>Ensure absolute clarity about the expected standard of pupils' behaviour.</p> <p>Ensure that behaviour policy is clearly understood by all staff, parents, and pupils.</p> <p>Display school rules clearly in classes and around the building; staff and pupils should know what they are.</p> <p>Display the tariff of sanctions and rewards in each class.</p> <p>Have a system in place for ensuring that children never miss out on sanctions or rewards.</p>	Classroom:	<p>Know the names and roles of any adults in class.</p> <p>Meet and greet pupils when they come into the classroom.</p> <p>Display rules in the class—and ensure that the pupils and staff know what they are.</p> <p>Display the tariff of sanctions in class.</p> <p>Have a system in place to follow through with all sanctions.</p> <p>Display the tariff of rewards in class.</p> <p>Have a system in place to follow through with all rewards.</p> <p>Have a visual timetable on the wall.</p> <p>Follow the school behaviour policy.</p>
Leadership:	<p>Model the behaviour you want to see from your staff.</p>	Pupils:	<p>Know the names of children.</p> <p>Have a plan for children who are likely to misbehave.</p> <p>Ensure other adults in the class know the plan.</p> <p>Understand pupils' special needs.</p>
Building:	<p>Visit the lunch hall and playground, and be around at the beginning and the end of the school day</p> <p>Ensure that other Senior Leadership Team members are a visible presence around the school</p> <p>Check that pupils come in from the playground and move around the school in an orderly manner.</p> <p>Check up on behaviour outside the school.</p> <p>Check the building is clean and well-maintained.</p>	Teaching:	<p>Ensure that all resources are prepared in advance.</p> <p>Praise the behaviour you want to see more of.</p> <p>Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).</p> <p>Differentiate.</p> <p>Stay calm.</p> <p>Have clear routines for transitions and for stopping the class.</p> <p>Teach children the class routines.</p>
Staff:	<p>Know the names of all staff.</p> <p>Praise the good performance of staff.</p> <p>Take action to deal with poor teaching or staff who fail to follow the behaviour policy.</p>	Parents:	<p>Give feedback to parents about their child's behaviour—let them know about the good days as well as the bad ones.</p>
Children:	<p>Praise good behaviour.</p> <p>Celebrate successes.</p>		
Teaching:	<p>Monitor the amount of praise, rewards, and punishments given by individual staff.</p> <p>Ensure that staff praise good behaviour and work.</p> <p>Ensure that staff understand special needs of pupils.</p>		
Individual pupils:	<p>Have clear plans for pupils likely to misbehave and ensure staff are aware of them.</p> <p>Put in place suitable support for pupils with behavioural difficulties.</p> <p>Build positive relationships, particularly with parents of pupils with behaviour difficulties.</p>		

