Behaviour and Relationships Policy

Poplar Avenue, Ripley, DE5 3PN
Tel: 01773 742281

Date Reviewed / Adopted	Minute No.	Amendments Made	Next Review Date
July 2026			July 2029

CONTENTS

1. Policy Purpose & Vision 4

2. Principles & Theoretical Framework 5
2.1 High Expectations and High Support
2.2 Relationships First
2.3 Restorative Practice – see section 10
2.4 Improving Behaviour

3. Roles & Responsibilities 6
3.1 Pupils
3.2 Staff
3.3 Parents and Carers
3.4 Senior Leaders
3.5 Governors

4. Behaviour Expectations & Routines 7
4.1 Expectations
4.2 Routines

5. Classroom Management & Relational Strategies 8

6. Recognition & Celebration 9
6.1 We celebrate:
6.2 Recognition includes

7. Response with Logical Consequences 10

8. Support for Emotional Regulation 12

8.1 Universal
8.2 Targeted
8.3 Specialist

9. Reasonable Adjustments & the Equality Act 13
9.1 Ripley Junior School meets its duties under the Equality Act 2010, including the duty to make
9.2 Our Legal Duties
9.3 Reasonable Adjustments may include:
9.4 Behaviour Expectations for Pupils with SEND
9.5 Recording & Reviewing Adjustments

10. Restorative Approaches 14
10.1 Restorative Practice
10.2 Restorative Conversation statements/ questions
10.3 Reparation

11. Searching, Screening & Confiscation 15
11.1 Screening
11.2 Searching With Consent
11.3 Searching Without Consent

11.4 Confiscation

12. Mobile Phones 16

13. Use of Reasonable Force 17
13.1 De-escalation is used first when possible. Staff may use reasonable force to:
13.2 Who May Use Reasonable Force
13.3 After an Incident:

14. Suspension, Exclusion & Reintegration 18
14.1 Suspension
14.2 Permanent Exclusion
14.3 Governors' Responsibilities
14.4 Pupil Voice
14.5 Reintegration

15. Bullying, Prejudice & Safeguarding Links 19
15.1 Response
15.2 Sexual Harassment & Harmful Sexual Behaviour
15.3 Sexual Harassment Definition
15.4 Our Approach
15.5 Recording
15.6 Safeguarding Thresholds
15.7 Support for Pupils

16 Uniform Expectations 20

17 Use of Data & Behaviour Logs 21
17.1 Recording Systems
17.2 Retention of Records
17.3 Access to Records
17.4 Data Protection

18 Partnership with Parents & Community 22

19 Monitoring, Evaluation & Review 23
19.1 Leaders analyse:
19.2 Leaders evaluate:

1. Policy Purpose & Vision

Ripley Junior School is a values-driven community where behaviour is understood as communication and relationships are the foundation of learning.

We believe that children thrive when adults:

- Build warm, trusting relationships.
- Maintain high expectations for behaviour and learning.
- Provide high levels of support.
- Respond with consistency, calmness and fairness.
- Model behaviour to show pupils how to respond to situations.

Our school values underpin all behaviour:

- Ready
- Respectful
- Safe

This policy should be read and understood alongside the school's Suspension Policy, Anti-Bullying Policy, Child Protection and Safeguarding Policy and Well-Being Policy.
This policy is supported by evidenced-based practice and government statutory guidance.

2. Principles & Theoretical Framework

2.1 High Expectations and High Support

We operate in the WITH quadrant of the Social Discipline Window:

- High expectations for behaviour and learning
- High levels of support through modelling, co-regulation and guidance

This ensures children experience warmth and boundaries.

2.2 Relationships First

Knowing pupils well — A member of staff notices a pupil is quieter than usual and checks in privately: "You don't seem yourself today — is everything alright?"

Relational language — Instead of "Stop doing that", the adult says, "Let's be READY for learning and get back on track together — here's what needs to happen next."

Emotional connection — A pupil arrives dysregulated; the adult softens their voice, slows their pace and says, "I can see this is hard — let's take a moment."

Repairing relationships after difficulty — After difficulty, the adult has a 2-minute restorative chat: "What happened? Who was affected? What do we need to do to move forward?"

Unconditional positive regard — Even after challenging behaviour, the adult greets the pupil warmly the next morning: "Good to see you."

Trauma Informed Practice — A pupil refuses work; instead of confrontation, the adult offers choice and safety: "Would you like to start with the first question together or take two minutes to settle first and then complete the work?"

2.3 Restorative Practice – see section 10

Restorative approaches help pupils:

- Understand impact
- Repair harm
- Restore trust
- Rebuild relationships
- Reinforce expectations

2.4 Improving Behaviour

We explicitly model and teach:

- Routines for learning
- Regulation – including self and co-regulation
- Emotional and social skills
- School values

3. Roles & Responsibilities

3.1 Pupils
Pupils are expected to be Ready, Respectful and Safe at all times including trips and visits. They follow instructions the first time they are given, use kind and considerate language with peers and adults, move calmly around the school, and take responsibility for their actions when things go wrong.

3.2 Staff
Staff are responsible for building positive relationships with pupils and modelling the expectations they teach. They use consistent routines across the school, apply restorative practice to repair harm, and use de-escalation strategies to keep everyone safe. Staff record behaviour concerns appropriately on Arbor and safeguarding concerns on MyConcern, ensuring accurate and timely information-sharing.

3.3 Parents and Carers
Parents and carers play a vital role in supporting the school's values. They communicate openly with staff, work in partnership to resolve difficulties, and reinforce restorative principles at home so pupils experience a consistent message.

3.4 Senior Leaders
Senior Leaders are responsible for leading the behaviour culture across the school and ensuring staff consistently apply the policy. They support staff with guidance and coaching, address serious incidents, monitor behaviour records, and ensure high-quality training is provided so practice remains robust and consistent.

3.5 Governors
Governors provide strategic oversight by monitoring implementation of the behaviour policy, ensuring statutory compliance, and holding leaders to account for maintaining a safe, respectful and inclusive school environment.

4. Behaviour Expectations & Routines

4.1 Expectations
Pupils are expected to:

- Be Ready
- Be Respectful
- Be Safe

They are also expected to look after our school environment and community.

4.2 Routines
We explicitly teach routines for:

Arrival and dismissal - pupils walk calmly into their classroom with a meet and greet at the door from the teacher and support staff are reinforcing expectations. Pupils stand behind their chairs sensibly before being dismissed from the classroom.

Transitions - pupils walk calmly and quietly in school on the left side of the corridor.

Lining up - pupils line up in alphabetical order for assembly and during fire evacuations with an adult at the front and back of the line, where possible.

Classroom behaviour - staff reinforce the school's values with examples of each behaviour when talking to pupils.

Lunchtimes - pupils line up for lunch at their allocated time. Pupils are encouraged to prepare for lunch by washing their hands before they line up. Pupils leave the dining hall calmly and line up on the corridor before being dismissed into the playground. Pupils return to their classroom through their year group entrance.

Playtimes - we operate a split break for upper and lower school. Pupils return to their classrooms through their year group entrance.

Assemblies – all pupils are expected to attend assembly and sit in register order. Assembly begins when the presenting staff says and signs "good morning everyone" or "good afternoon everyone". Pupils are expected to listen and take active participation during appropriate opportunities.

Fire evacuation - pupils line up in alphabetical order using their year group exit or the nearest exit if there is a risk to their normal route. Pupils line up in front of their class sign on the playground.

Routines are modelled, taught, practised and revisited regularly.

5. Classroom Management & Relational Strategies

Staff use:
Proximity - example: Two pupils whisper during input. The adult continues explaining the task but walks to stand beside them, still facing the class. The whispering stops because the adult's presence signals expectation.

Non-verbal cues - example: hand signal or repeated action e.g., clap or sing, for stop and class to listen.

Positive reinforcement - example: A pupil begins their work straight away. Adult: "Thank you for being Ready — you got started straight away."

Connect & Correct - adults build a rapport by welcoming children into the classroom and will correct minor misdemeanours before the learning begins.

PIP/RIP - Praise in Public and Reprimand in Private.

Limited choice - example "You need to finish both tasks. Would you like to do the writing task first or the drawing task first?"

The Pause - example "I can see you're finding this hard. I'm here." Pause. The silence communicates safety and reinforces expectations.

Tactical ignore - example: A pupil makes a silly noise to get a laugh. Adult: Does not look at them, continues teaching. Then praises a nearby pupil: "Great listening (NAME), thank you."

Self and Co-regulation - examples: Self-regulation - A pupil feels annoyed after a game at playtime. They walk away, mindful moment e.g., get a drink of water/speak to a trusted adult/safe place, and return when calm. Co- regulation - Adult: "It looks like you're feeling overwhelmed. I'll help you. Let's take a moment together." The adult ensures safety during this time.

Calm corners - every classroom has The Willow Corner as part of our targeted provision which provides children with regulating activities and accessible work.

These strategies reduce escalation and support relational practice.

6. Recognition & Celebration

6.2 We celebrate:

- Effort
- Work
- Thinking of others
- Going above and beyond
- Embark Award achievements
- Whole-school achievements

6.2 Recognition includes:

- Verbal praise
- Communication home
- Class and assembly celebrations
- Certificates
- Dojo Points
- House points

We avoid over-reliance on extrinsic rewards.

7. Response with Logical Consequences

- Low level behaviours: e.g., calling out, off-task behaviour, minor disruption, unkind language
- High-level behaviours: e.g., repeated disruption, unsafe behaviour, defiance, damage to property
- Serious incidents: e.g., severe harm towards another person, significant damage, dangerous behaviour

Level	Behaviour	Response	What this looks like?	Adult Actions	Logical Consequence
1	Low level	Gentle Reminder	Low key, relational, non-public	Use relational strategies to redirect behaviour. "(Name) thank you for being ready by listening."	None. This is an encouragement to redirect behaviour, not a consequence.
2	Low level	Clear Choice	Guide to enable pupil to make a positive choice	Deliver a calm, supportive script and offer regulation support where appropriate. “You can choose to work with the group or choose to move to a different table/area. I’m here to help you get back on track.”	A natural outcome of the pupil’s choice e.g., change of seat, working independently.
3	Low level	Reset Time	Short, structured break to regulate and return	Quietly ask the pupil to use a reset/reflection space for 2-5 minutes and provide a simple reflection prompt: “What do you need to be ready again?”	Completion of the missed task. Missing part of an activity.
4	High level	Restorative Conversation	A supportive conversation between the pupil (in their time) and adult	Adult: What happened? Who was affected? What needs to happen next? Agree a clear restorative action e.g., apology, repair, improve work.	A restorative action linked directly to the behaviour e.g., tidying misused equipment, re-doing work to an expected standard.
5	High level	Reflection Time	In a partner class within the pupil’s year group (where possible), completing class work and parent communication (by class teacher)	A trusted adult will support the pupil by co-regulating. After support, the pupil will complete a session of reflection time. The pupil will be given the choice of completing this on the day of the behaviour or the next morning (8.45-10.30). If patterns of behaviour continues then a meeting will be held between parents and the class teacher/SENCO.	Reflection time including completing work missed or work the pupil's class is completing.
6	Serious level	Reflection Time and Parent Meeting	In a partner class (not in the pupil’s year group), completing class work and parent communication	A trusted adult will support the pupil by co-regulating. After support, the pupil will complete a morning or afternoon session of reflection time. A meeting will take place between the SLT and parents on the first occasion and then with the Headteacher if behaviour continues.	Reflection time including completing work missed or the work the pupil's class is completing.

7	Serious level	Suspension or Permanent Exclusion	A period of time where the pupil is not in school, completing work at home	Following understanding of what happened, the Headteacher or Deputy Headteacher will phone the parent.	Fixed-term suspension or, in exceptional circumstances, permanent exclusion.

Lunchtime

Level	Behaviour examples	Response	What this looks like?	Logical Consequence
1	Low level physical contact, unkind behaviour	Reminder	A short, supportive conversation with an adult	Reduce independent/activity time, timeout in sports, move seats/area.
2	Disrespectful and dangerous behaviour	Reset	A period of time where pupils can regulate in a safe place	Reset in a safe place e.g., well-being room, no activity for that lunch time, restorative community task linked to behaviour. For pupils frequently displaying level 2 behaviours, an individualised plan will be considered.
3	Verbal abuse to staff, physical assault	Reflection	Reflection time on the behaviour displayed	Reflection time at lunch, this may include time with senior staff. For pupils frequently displaying level 3 behaviours, LEAP will be considered.

Lunchtime Engagement Alternative Provision (LEAP) includes eating in a quieter environment e.g., The Treehouse, structured regulation activities, movement opportunities, supported reflection and readiness to return, in a small group with two adults.

Key Principles

- Responses are calm, consistent, and proportional
- Staff prioritise relationships, regulation, and restoration
- Pupils are supported to take responsibility and repair harm
- Escalation is used only when necessary to protect learning and safety

8. Support for Emotional Regulation

8.1 Universal

- Relational practices
- Adaptive and proactive teacher responses
- Check-ins during the soft start at 8.45 and return to class from lunch at 1.15
- Emotional vocabulary teaching - pupils being able to recognise different emotions.

8.2 Targeted

- The Willow Corner
- Positive Play
- Nurture
- Family Support Worker
- Mentoring with a trusted adult
- Check-in/check-out - meet and greet

8.3 Specialist

- EHCP provision
- Educational Psychology
- Inclusion Support Advisory Teacher (ISAT)
- Compass
- Children and Adolescents Mental Health Service (CAMHS)

9. Reasonable Adjustments & the Equality Act 2010

9.1 Ripley Junior School meets its duties under the Equality Act 2010 to make reasonable adjustments for all pupils including those with SEND or other vulnerabilities. We recognise that behaviour is often a form of communication, and some pupils may need additional support to meet expectations.

9.2 Our Legal Duties
We ensure that:

- Behaviour expectations are fair, consistent and inclusive
- Adjustments are made where a pupil's disability means they would otherwise be placed at a substantial disadvantage
- Staff understand their responsibilities under the Equality Act
- Decisions are made based on individual need, not assumptions

9.3 Reasonable Adjustments may include:

- Additional processing or regulation time
- Adjusted language or instructions
- Alternative spaces for calming or regulation
- Sensory regulation tools - provided by school for identified barriers, not brought from home.
- Scaffolds for learning
- Support from a trusted adult
- Adapted routines or transitions
- Personalised behaviour plans or risk assessments

Adjustments are designed to support access, not to lower expectations.

9.4 Behaviour Expectations for Pupils with SEND
All pupils are expected to follow the school values by being Ready, Respectful, Safe — but the way pupils meet these expectations may differ depending on need.

Staff will:

- Use relational and trauma-informed approaches
- Teach and model regulation strategies
- Work closely with families and professionals
- Apply the graduated response (Assess–Plan–Do–Review) alongside the school's Special Educational Needs Coordinator (SENCO)
- Ensure consequences are fair, proportionate and appropriate to the child's needs

9.5 Recording & Reviewing Adjustments
Reasonable adjustments are recorded through:

- One Page Profile
- Risk assessments
- EHCP provision maps
- Notes on Arbor or MyConcern, where relevant

Adjustments are monitored and reviewed regularly by the SENCO to ensure they remain effective and appropriate.

10. Restorative Approaches

10.1 Restorative Practice

Restorative practice is a conversation between a pupil and an adult based on three principles regulation, reasoning and repairing.

10.2 Restorative Conversation statements/ questions

- I can see you're upset. I'm here. When you're ready, we'll talk.
- What happened? What were you thinking/feeling? Who has been affected? How were they affected?
- What can WE do to put things right? What will you do differently next time? Thank you for talking this through.

10.3 Reparation

- Apology
- Fixing or replacing something
- Helping the person affected
- Completing missed learning

11. Searching, Screening & Confiscation

Ripley Junior School follows the DfE Searching, Screening and Confiscation (2023) statutory guidance.

11.1 Screening
Screening in schools is the process of checking pupils for prohibited or dangerous items without a physical search. This would involve asking a pupil if they have an item possession that they shouldn't. The school may screen pupils for prohibited items at any time. Pupils who refuse to cooperate, parent will be contacted.

11.2 Searching With Consent
Staff with another adult present may search a pupil's belongings with their consent for any item that is banned under school rules including anything that could cause risk or harm.

11.3 Searching Without Consent
Authorised staff, including the Headteacher or Deputy Headteacher with a second member of staff present, may search a pupil's belongings without consent if they reasonably suspect the pupil is carrying a prohibited item, including:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes or cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause injury, or damage property.

The school may add items to this list where necessary to maintain safety.

11.4 Confiscation
Staff may confiscate any item that:

- Poses a risk
- Disrupts learning
- Is banned under school rules
- Is illegal or unsafe

Confiscated items are stored safely and returned in line with DfE guidance. Illegal items may be handed to the police.

Parents are informed when a search has taken place and it is recorded on the screening and confiscation log by the Headteacher or Deputy Headteacher.

12. Mobile Phones

Ripley Junior School is a mobile-free school for pupils.
If a pupil brings a phone to school, it must be:

- Switched off
- Handed to the duty staff on the main gate on arrival or to the office for pupils who arrive to school late
- Collected by the pupil at the end of the day

Phones used or kept without permission will be confiscated and returned to a parent.

13. Use of Reasonable Force
Use of Reasonable Force (DfE 2013)

Reasonable force means using the minimum force necessary for the shortest time.

13.1 De-escalation is used first when possible. Staff may use reasonable force to:

- Prevent a pupil from injuring themselves or others
- Prevent damage to property

13.2 Who May Use Reasonable Force

- All staff who have care of pupils and have a duty to keep pupils safe
- Staff temporarily in charge of pupils (e.g., supply teachers, sports coaches)

No member of staff is required to use physical intervention, but all may do so if necessary.

13.3 After an Incident:

- The Headteacher or Deputy Headteacher is informed immediately
- Parents are notified including the pupil at risk
- The incident is written down by the member(s) of staff involved who will send it to the Headteacher and it will be recorded on the reasonable force log
- A restorative or reintegration conversation takes place where appropriate

Reasonable force is always a last resort.

14. Suspension, Exclusion & Reintegration

Ripley Junior School follows the DfE Suspension & Permanent Exclusion (2024) statutory guidance.

14.1 Suspension

A suspension may be issued only by the Headteacher (or the Deputy Headteacher in their absence).

A suspension may be used when:

- There has been a serious breach of the school's behaviour expectations
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil and/or others.

Parents are notified without delay, and work is provided from day 1.

14.2 Permanent Exclusion

Permanent exclusion is used only in exceptional circumstances and only by the Headteacher.

14.3 Governors' Responsibilities

The Governing Board will:

- Review suspensions where required by law
- Consider parental representations
- Ensure decisions are lawful, reasonable and fair

14.4 Pupil Voice

Pupils are given the opportunity to share their views as part of the decision-making and reintegration process.

14.5 Reintegration

A reintegration meeting is held following every suspension to:

- Review what happened
- Identify support
- Agree next steps
- Restore relationships

15. Bullying, Prejudice & Safeguarding Links

15.1 Response
We respond to and record to any types of bullying and discrimination reported and seen including: racism, ableism, homophobia and sexual harassment.

15.2 Sexual Harassment & Harmful Sexual Behaviour
Ripley Junior School has a zero-tolerance approach to sexual harassment and harmful sexual behaviour (HSB), in line with Keeping Children Safe in Education (2025).

15.3 Sexual Harassment Definition
Sexual harassment includes unwanted conduct of a sexual nature, verbal or physical, online or offline. Harmful sexual behaviour includes developmentally inappropriate sexual behaviour that may be problematic, abusive or violent.

15.4 Our Approach
We ensure that:

- All reports are taken seriously
- Pupils are never made to feel they are to blame
- Incidents are addressed swiftly, sensitively and proportionately by staff
- Safeguarding thresholds are considered at every stage

15.5 Recording
All incidents of sexual harassment or harmful sexual behaviour are:

- Logged on MyConcern
- Reviewed by the DSL team
- Categorised and monitored for patterns or repeat concerns

15.6 Safeguarding Thresholds
The DSL team will determine whether the incident:

- Requires early help
- Meets the threshold for referral to Children's Social Care
- Requires police involvement
- Should be managed internally through behaviour and restorative processes

15.7 Support for Pupils
We provide:

- Immediate emotional support
- Safe spaces and trusted adults
- Restorative conversations where appropriate
- Ongoing pastoral or mentoring support
- Adjustments to routines or environments if needed

We work closely with families and external agencies to ensure pupils are safe, supported and able to re-engage positively with school life.

16 Uniform Expectations

We want our children to feel proud and part of our school community by wearing our uniform. Uniform should never be a barrier to learning, and financial consideration is always given to ensure it remains accessible for all families. Uniform can be purchased through our school uniform provider, LoopWear.

School Uniform:

- Navy blue sweatshirt or cardigan with the school logo
- Navy blue or sky blue polo shirt
- Black trousers (no joggers or leggings) or black skirt (with or without black tights) or black tailored shorts
- Plain grey, black, or white socks
- All black footwear – including ankle boots, no heels
- Pupils are encouraged to bring a coat for outdoor wear

PE Kit:

- Plain white t-shirt – no logos
- Plain black shorts – no logos
- Plain black tracksuit bottoms or jogging bottoms – no logos
- Trainers (black or white)

Pupils may wear their navy blue sweatshirt or cardigan with the school logo, or there is an option to buy a navy fleece with a logo (no hoodies).

Summer Uniform (Easter – Summer holiday): blue checked all in one gingham dress or playsuit (optional).

Additional Information:

- Long hair should be tied back for safety and hygiene
- Jewellery should be limited to one pair of small stud earrings and a watch. No other jewellery is permitted
- Nail polish, false nails, and makeup are not allowed
- All clothing should be clearly labelled with your child's name

17 Use of Data & Behaviour Logs

17.1 Recording Systems

- Behaviour incidents are recorded on Arbor
- Safeguarding concerns are recorded on MyConcern
- Serious incidents, reintegration plans and support plans are stored securely

17.2 Retention of Records

Behaviour and safeguarding records are kept in line with the school's Data Retention Schedule, which follows statutory guidance and the Derbyshire County Council model.

Records are retained only for as long as is necessary for:

- Safeguarding
- Legal obligations
- Educational and pastoral support

17.3 Access to Records

Access is strictly limited to:

- Senior Leaders
- Class teachers (for behaviour relevant to their pupils)
- The DSL team (for safeguarding)
- External agencies where legally required

Parents may request access to their child's personal data through a subject access request.

17.4 Data Protection

All data is processed under the principles of UK GDPR:

- Lawfulness, fairness and transparency
- Purpose limitation
- Data minimisation
- Accuracy
- Storage limitation
- Integrity and confidentiality

Staff receive regular training on data protection and secure record-keeping.

18 Partnership with Parents & Community

We work with families through:

- Open communication
- Early conversations
- Restorative meetings
- Shared language
- Joint problem-solving

19 Monitoring, Evaluation & Review

19.1 Leaders analyse:

- Trends
- Hotspots
- Groups
- Influences
- Times of day
- Effectiveness of interventions

19.2 Leaders evaluate:

- Consistency
- Impact
- Staff voice
- Pupil voice
- Data trends